



MILLER PLACE UNION FREE SCHOOL DISTRICT

TWO YEAR SPECIAL EDUCATION PLAN

DISTRICT POLICIES, PRACTICES AND PROCEDURES FOR ASSURING
APPROPRIATE EDUCATIONAL SERVICES AND DUE PROCESS
IN EVALUATION AND PLACEMENT OF STUDENTS WITH DISABILITIES

2025-2027

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ADOPTED BY THE BOARD OF EDUCATION ON:
JULY 31, 2025

STATEMENT OF ASSURANCES

As part of the long-standing commitment to excellence in education for all students, the Miller Place Union Free School District Board of Education supports the provisions of special education and related services for students with disabilities under the auspices of the committee on Special Education and the committee on Preschool Special Education.

In full support of State and Federal laws pertaining to Students with disabilities, it is the intent of the Board of Education to assure that the educational needs of special education students are met. To this end, and in full compliance with the Regulations of the Commissioner of Education, the Board has reviewed this two-year District Plan for Special Education.

By action of the Board of Education in a regularly scheduled meeting, the Board has adopted the Special Education District Plan.

Seth A. Lipshie, Superintendent of Schools

07/31/2025
Date

Board of Education President
Miller Place UFSD Board of Education

07/31/2025
Date

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SECTION 1 - INTRODUCTION

SPECIAL EDUCATION PHILOSOPHY & GOALS

The Miller Place Board of Education subscribes to the concept that all students must be provided with quality instruction and opportunities for academic achievement. Recognizing its responsibilities towards students with disabilities, the Miller Place Board of Education has adopted the following statement of philosophy of Special Education which is the cornerstone of its programs.

- To the extent dictated by the child's disability, the student will be educated within the local school wherever possible.
- The district is committed to the concept of the least restrictive environment which allows for maximum contact and participation with non-disabled peers.
- Where special education services are provided within or out of district, the services will be limited to those specifically dictated by the nature and need of the disability.
- The goal of Special Education in Miller Place is to provide each child with individualized instruction which will allow the student to compensate for his or her disability, to overcome the disability where possible, and to maximize the student's functioning toward realization of full potential.
- This District recognizes that in the development of all human beings, there are personal obstacles to be overcome as growth evolves. This is true for all students. Students with disabilities will be seen by general education staff as having obstacles to overcome and shall be helped accordingly.
- This District is committed to helping develop constructive attitudes, respect and understanding towards individuals with disabilities to promote independence of functioning to the greatest possible degree.
- In recognition of the necessity for parental support and involvement in the education of each child with a disability, total, open, and fully available communication with parents is seen as desirable and essential.

The Board of Education recognizes that an essential aspect of a successful Special Education program is the orientation and inservice training of the faculty. Professional development for all personnel who work with students with disabilities is necessary to assure that they have the skills and knowledge necessary to meet the unique needs of these students.

It is the goal of the district to integrate into the school curriculum a program to elicit understanding of individual differences. This will foster the acceptance of people with disabilities.

The Board authorizes the Superintendent to provide inservice education for all staff regarding the concept of the least restrictive environment.

GENERAL BOARD OF EDUCATION POLICIES

The district is committed to the development and implementation of an appropriate education for students with disabilities who reside in the district in accordance with the following program objectives:

- To ensure the establishment of a plan and policies for implementing school-wide approaches and pre-referral interventions to remediate a student's performance prior to referral to special education.
- To provide a free appropriate education in the least restrictive environment for resident children ages of three (3) through twenty-one (21) or until a regular high school diploma has been achieved by the student, whichever shall occur first.
- To ensure that students with disabilities have the opportunity to participate in school district programs to the maximum extent appropriate to the need(s) of each student, including access to general education curriculum and extracurricular programs and activities, which are available to all other students enrolled in the public schools of the district.
- To establish a Committee on Preschool Special Education (CPSE), a Committee on Special Education (CSE) and appropriate Subcommittees on Special Education for the purpose of evaluating students suspected of having disabilities and for placement of students with disabilities in appropriate programs. The CPSE and CSE will monitor the progress of all students with disabilities and will report annually to the Board of Education regarding the status of each student.
- To ensure effective communication and collaboration between the Committee on Special Education, the Committee on Preschool Special Education, school staff, school district administrators, and parents, all receive invitations to be represented at their child's/student's CSE/CPSE meeting.
- To ensure that parents are advised of their due process rights and to establish procedures in this regard.
- To ensure that each preschool student with disability residing in the district has the opportunity to participate in an appropriate preschool program or services.
- To provide for the establishment of administrative practices and procedures to ensure that parents have received and understand the request for consent for evaluation of a preschool student.
- To ensure the establishment of administrative policies, practices, and procedures to implement the provisions of Section 200.6 (a) of the Commissioner's Regulations and to provide special services or programs, to the extent appropriate to the needs of the student, to enable the student to be involved in and progress in the general education curriculum.

- To provide the human and material resources necessary for the implementation of a continuum of programs and services to meet the academic, social, physical and management needs of students with disabilities.
- To provide, to the greatest extent appropriate, adaptation, and/or modification of instruction and materials to enable students with disabilities to benefit from instruction within the general education setting, whenever appropriate.
- To ensure that students with disabilities have access to the full range of general education programs and services to the extent appropriate to their individual needs and to provide them appropriate opportunities to earn a high school diploma in accordance with Section 100.5 of the Regulations of the Commissioner of Education.
- To ensure that a discipline code for student behavior is in place, while protecting the rights to continuity of appropriate education for students with disabilities.
- To ensure the confidentiality of personally identifiable data, information or records pertaining to a student with a disability. Such personally identifiable information will not be disclosed except in accordance with the Regulations.
- To ensure adequate and appropriate space is made available to meet the needs of school-age students with disabilities.
- To provide professional development for all personnel who work with students with disabilities to assure that they have the skills and knowledge necessary to meet the unique needs of these students.
- To ensure the establishment of plans and policies for the appropriate declassification of students with disabilities.
- To ensure that measurable steps are taken to recruit, hire, train and retain highly qualified personnel to provide special education programs and services.
- To ensure the establishment of guidelines for the provision of appropriate accommodations necessary to measure the academic achievement and functional performance of students with disabilities in the administration of district-wide assessments.
- To ensure that universal design principles are used, to the extent feasible, in developing and administering any district-wide assessment programs.
- To ensure that students who reside in the district have received the protection of all other applicable State and Federal laws and regulations.

IMPLEMENTATION OF SCHOOL-WIDE APPROACHES AND PRE-REFERRAL INTERVENTIONS

In accordance with the IDEA and Part 200 of the Commissioner's Regulations, the district must develop a policy and implement a plan to establish pre-referral interventions to assist a student's education process before consideration of referral to the Committee on Special Education (CSE). In keeping with this policy, it is the responsibility of the school's principal and building level team to investigate all possible avenues of general education support services that would enable the student to achieve the learning standards. Such services may include, but are not limited to, Multi-Tiered System of Supports (MTSS) and Educationally Related Support Services. These services must be afforded to all students who do not meet the minimum designated standards on State assessments, and to English as a New Language (ENL) students who do not achieve the annual CR Part 154 performance standards. A description of these services will be approved by the Board of Education. Supplemental instruction in English, language arts, math, social studies, and science as well as support services to deal with barriers to student progress such as attendance, discipline, health, family nutrition, and transient issues will be afforded to students who score below SED designated scores on elementary or intermediate state assessments or who score below the local state designated performance levels on any one of the state examinations required for graduation. All school-wide approaches to provide remediation activities for students who are at risk of not meeting state standards or meeting graduation requirements will be considered prior to making referrals to the CSE. These approaches may also include but are not limited to extra teacher or teacher aide/assistant support, student tutorial assistance, counseling support, and computer-assisted programs. The principal shall notify each student's parents whenever Multi-Tiered System of Supports (MTSS) or Educationally Related Support Services are provided. These school-wide approaches shall serve as pre-referral interventions prior to consideration of special education programs through the Committee on Special Education (CSE) as part of an overall MTSS approach.

The referral form to the CSE used by the district staff will describe, in writing, intervention services, programs used to remediate the student's performance prior to services, or instructional methodologies, including any supplementary aids or support services provided, or the reasons why no such attempts were made. The principal and/or building level team shall maintain a record of pre-referral interventions implemented for each student. Each referral shall be reviewed to determine its appropriateness and whether pre-referral interventions have been adequately utilized, and if further interventions are deemed necessary [§200.4(2)].

Within ten (10) days of receipt of referral to the CSE, the building administrator may request a meeting with the parent or person in parental relationship to the student, the student, and the referring person, if a staff member, to determine whether the student would benefit from additional general education support services as an alternative to special education. These services may include, but are not limited to, speech and language services, educationally related support services, academic interventions, and any other services designed to address the learning needs of the student and maintain the student's placement in general education [§200.4(9)].

At this meeting, if there is a written agreement that with the provision of additional general education support services the referral is unwarranted, the referral shall be deemed withdrawn and the building administrator shall provide a copy of this agreement to the Chairperson of the CSE, the referring person, the parent or person in parental relationship, and the student if appropriate. The copy of the agreement

will be in the native language (if possible when requested) of the parent and will name the additional general education support services that will be provided as well as the length of time of each service. This agreement will be placed in the student's cumulative educational record file [§200.4(8)]. If there is no written agreement reached at this meeting, the required timelines of the CSE will be maintained.

These pre-referral interventions will not be utilized as a barrier to prevent appropriate referrals for special education services but shall be used to assess the ability of the student to benefit from regular education services.

DEFINITIONS

Students with disabilities are those whose special needs are significant enough to warrant provisions of special educational services in accordance with an individualized program. Effective October 30, 1990, Congress substituted the term "children with disabilities" for the term "handicapped children" in the Federal law establishing access to fair procedures and appropriate placements. The following definitions have been obtained from Section 200.1 of the Regulations of the Commissioner of Education.

The following statutory and regulatory definitions are controlling: The term **student with a disability** means a student with a disability, who has not attained the age 21 prior to September 1st and who is entitled to attend public schools pursuant to section 3202 of the Education Law and who, because of mental, physical or emotional reasons, has been identified as having a disability and who requires special services and programs approved by the Department of Education. Such term does not include a student whose educational needs are due primarily to unfamiliarity with the English language, environmental, cultural, or economic factors. In making a determination as to eligibility, a student shall not be determined to be a student with a disability if the determinant factor is lack of appropriate instruction in reading or math or limited English proficiency.

The term "**all students**" applies to every student listed on the registry of the district.

The term "**special education**" means specially designed individualized or group instruction or special services or programs, as defined in subdivision 2 of section 4401 of the Education Law, and special transportation, provided at no cost to the parent, to meet the unique needs of students with disabilities.

- Such instruction includes but is not limited to that conducted in classrooms, homes, hospitals, institutions and in other settings.
- Such instruction includes specially designed instruction in physical education, including adapted physical education.

The term "**specially designed instruction**" means adapting, as appropriate to the needs of an eligible student under this Part, the content, methodology, or delivery of instruction to address the unique needs that result from the student's disability, and to ensure access of the student to the general education curriculum, so that he or she can meet the educational standards that apply to all students [§200.1].

¹ Legal Reference: Individuals with Disabilities Education Act (IDEA), formerly the Education of the Handicapped Act (EHA), 20 U.S.C. Section 1400-148

The term "**special services or programs**" may include:

- Special classes, transitional support services, resource room, related services, consultant teacher services and home instruction.
- Contracts with other districts for special services or programs.
- Contracts for special services or programs provided by Boards of Cooperative Educational Services (BOCES).
- Appointment by the Commissioner to a state or state-supported school in accordance with article eighty-five, eighty-seven or eighty-eight of New York State Law.
- Contracts with private non-residential schools, which have been approved by the Commissioner and which are within the state.
- Contracts with private non-residential schools, which have been approved by the Commissioner and which are outside of the state.
- Contracts with private residential schools, which have been approved by the Commissioner and which are within the state.
- Contracts with private residential schools, which have been approved by the Commissioner and which are outside of the state.
- Provision of educational services in a residential facility for the care and treatment of students with disabilities under the jurisdiction of a state agency other than the state department of education.
- Related services means developmental, corrective, and other supportive services as are required to assist a student with a disability and includes speech-language pathology, audiology services, interpreting services, psychological services, physical therapy, occupational therapy, counseling services, including rehabilitation counseling services, orientation and mobility services, medical services as defined in this section, parent counseling and training, school health services, school social work, assistive technology services, appropriate access to recreation, including therapeutic recreation, other appropriate developmental or corrective support services, and appropriate support services and includes the early identification and assessment of disabling conditions in students. The term does not include a medical device that is surgically implanted, or the replacement of such a device.
- Contracts for residential or non-residential placements with a special act school district listed in chapter five hundred sixty-six of the laws nineteen hundred sixty-seven.
- Contracts with New York State approved and funded schools (Article 89).

Additional Definitions:

- Change in placement means a transfer of a student to or from a public school, BOCES, or schools enumerated in articles 81, 85, 87, 88, or 89 of the Education Law or graduation from high school with a local high school or Regents diploma. For purposes of removal of a student with a disability from the student's current education placement under Education Law 3214, change of placement is defined in Part 201 of the Regulations of the Commissioner of Education (December 2005).
- General education curriculum means the same curriculum for all students including students with disabilities.
- Individualized Education Program (IEP) means a written statement developed, reviewed, and revised in accordance with section 200.4(d)(2) of the Regulations of the Commissioner of Education to be provided to meet the unique educational needs of a student with a disability.

SPECIAL EDUCATION PROGRAMS AND SERVICES: OVERVIEW

In accordance with Section 200.6 of the Regulations of the Commissioner of Education, the district provides a continuum of services which allows placement of preschool and school-age students in the least restrictive environment consistent with their needs and which provides for the placement of students on the basis of similarity of individual needs.

School Calendar

Special education students participate in the same school calendar as their general education peers.

School day means any day, including a partial day that students are in attendance at school for instructional purposes. The term school day has the same meaning for all students in school including students with disabilities and students without disabilities except that, during the months of July and August, school day means every day except Saturday, Sunday, and legal holidays. Days are defined as calendar days, unless otherwise indicated as school day or business day.

Business day means Monday through Friday, except for Federal and State holidays (unless holidays are specifically included in the designation of business day) [§200.1].

LEAST RESTRICTIVE ENVIRONMENT

The district provides a wide continuum of services, ranging from placement in residential settings to placement in general education classes with support and related services. The district is committed to the policy of placing students in the least restrictive environment consistent with their needs. “**Least Restrictive Environment**” means that the placement of students with disabilities in special classes, separate schools or other removal from the regular educational environment occurs **only** when the nature or severity of the disability is such that even with the use of supplementary aids and services, education cannot be satisfactorily achieved.

- Placement shall be based on the student's individualized education program and determined at least annually.

- Placement shall be as close as possible to the student's home, and unless the student's individualized education program requires some other arrangement, the student shall be educated in the school he or she would have attended if not disabled.
- In selecting the least restrictive environment, consideration must be given to any potential harmful effect on the student or on the quality of services that he or she needs; and
- A student with a disability must not be removed from education in age-appropriate regular classrooms solely because of needed modifications in the general education curriculum [§200.1(cc)].

Procedures to Implement LRE Requirements

- The student will receive a comprehensive, unbiased, individual evaluation in his or her dominant language or other mode of communication, unless it is clearly not feasible to do so, to determine his/her educational needs. In making a determination of a student's eligibility, the CSE shall not determine a student to be a student with a disability if the determination factor is lack of appropriate instruction in reading or math or limited English Proficiency. The CSE must review evaluation information to determine whether any additions or modifications to special education services are needed to enable the student to participate, as appropriate, in the general education curriculum.
- Prior to placement in special education, the CSE will ensure that the appropriateness of the resources of the general education program, including educationally related support services, have been considered.
- A student's educational program will be developed with the meaningful involvement of the student's parents or guardian and teacher and the student, when appropriate. The Committee will include people knowledgeable about the student, the meaning of the evaluation data, and the continuum of placement options. IDEA requires that not less than one of the student's regular education teachers must be a member of the Committee (if the student is, or maybe, participating in the regular education environment). In addition, the representative of the school district qualified to provide or supervise the provision of special education services must be knowledgeable about the general education curriculum and the availability of resources of the school district. The individual knowledgeable about the evaluation data must be able to interpret the instructional implications of the evaluation results.
- The Committee on Special Education of Committee on Preschool Special Education will consider placement in general education with appropriate support for the student and the student's teachers. The IEP must include statements of the student's present levels of academic achievement and functional performance, including how the student's disability affects involvement and progress in the general education curriculum; or for preschool students, how the disability affects the child's participation in appropriate activities.
- Measurable annual goals, including benchmarks or short-term objectives only for preschool students and students eligible for the New York State Alternate Assessment, must be related to

meeting the student's needs that result from the disability to enable the student to be involved in and progress in the general curriculum and meeting each of the student's other educational needs that result from the disability.

- Alternative placements, such as special classes, special schools, or other removal from the general education environment, will be considered only when the CSE/CPSE determines that a student's education in regular classes cannot be satisfactorily achieved even with the use of supplementary aids and services.
- The IEP of the student will include an explanation of the extent, if any, to which the student will not participate in regular education programs.
- The parent or guardian and the board of education will be provided with a recommendation from the CSE/CPSE, which describes the program and placement options considered for the student and a rationale for those options not selected.
- The CSE/CPSE must indicate clearly defined expected benefits to the student from the special education program selected in the areas of academic achievement, functional performance and learning characteristics, social development, physical development, and management needs.
- The CSE/CPSE will conduct an annual review of the student's needs for continuation or modification of the provision of special education programs and services. Such review shall consider the educational progress of the student and the student's ability to participate in general education programs.

The district is committed to the policy of placing students in the least restrictive environment consistent with their needs. The district provides the full continuum of services as described in 200.6 of the Commissioner's Regulations.

Similarity of Needs

Whenever students with disabilities are grouped together for purposes of special education, they are grouped by similarity of needs. The CPSE and CSE identify educational needs in accordance with the following factors:

Academic Achievement, Functional Performance and Learning Characteristics –

The levels of knowledge and development in subject and skill areas, including activities of daily living, level of intellectual functioning, adaptive behavior, expected rate of progress in acquiring skills and information and learning style.

Social Development – The degree and quality of the student's relationships with peers and adults, feelings about self and social adjustments of school and community environments.

Physical Development – The degree and quality of the student's relationships with peers and adults, feelings about self and social adjustment of school and community environments.

Management Needs – The nature of and degree to which environmental modifications and human or material resources are required to enable the student to benefit from instruction [§200.6(3)].

PROVISION OF APPROPRIATE SPECIAL EDUCATION SERVICES TO ENABLE INVOLVEMENT AND PROGRESS IN THE GENERAL EDUCATION CURRICULUM

All students with disabilities who reside in the district shall be provided with an appropriate Individual Education Program (IEP) that meets his or her unique educational needs as determined and recommended by the Committee on Special Education (CSE) and arranged for by the Board of Education. This IEP shall be designed to enable involvement and foster progress in general education to the extent appropriate to the needs of the student. In designing the IEP, the CSE will consider the present levels of performance and the expected learning outcomes of the student. The student's academic, social development, physical development, and management needs will be the basis for written measurable annual goals.

In keeping with this policy, the CSE will consider general education, Integrated Co-Teaching classes and Resource Room at each initial, program or annual review for the student as well as the appropriate support or related services needed for the student to make educational progress within this environment. Progress or educational benefit shall be indicated by successful academic progress, including improvement in skills, achievement on State-mandated examinations, ability to perform activities of daily living and an increase in adaptive behavior. Progress will also be considered in the social areas, including relationships with peers and adults, feelings about oneself, and the adjustment to school and community environments. Physical development areas such as the student's improvement in motor or sensory areas, health, vitality and physical skills and the decrease of management needs that require environmental modifications or human resources shall also be considered as progress.

The district will ensure equal access to a diploma for all students with disabilities through its establishment of Regent's classes, Integrated Co-Teaching Regents classes and special education classes that provide equivalent instruction. Appropriate academic intervention services shall also be considered and determined by the building principal to assist students with disabilities in meeting their academic goals. These services shall be in addition to the special education services deemed appropriate by the CSE. No student, by virtue of designation as a student with a disability, shall be precluded from receiving equivalent instruction unless the CSE has determined that the student requires an IEP diploma program. If the student has the potential to achieve a regular high school diploma but requires a restrictive environment outside the district, the CSE will seek placement in a program that provides equivalent instruction.

The district will also ensure access for students with disabilities to after school activities such as clubs, sports, or evening activities and will provide, as recommended by the CSE, appropriate services to enable this participation. Students who are receiving education in out-of-district facilities, as recommended by the CSE, shall also have an equal opportunity to participate in these activities, as deemed appropriate to meet their individualized needs.

COMMITTEE ON SPECIAL EDUCATION (CSE) AND
COMMITTEE ON PRESCHOOL SPECIAL EDUCATION (CPSE)
APPOINTMENT AND TRAINING

To implement its commitment to the education of students with disabilities, the Board of Education annually appoints a Committee on Special Education (CSE), Subcommittees on Special Education and a Committee on Preschool Special Education (CPSE). The Committees are appointed in accordance with the provisions of New York Education Law, Sections 4402 and 4410 and Section 200.3 of the Regulations of the Commissioner of Education. Section 4410 of the Education Law which established the Committee on Preschool Special Education was signed into law on July 5, 1989, and the CPSE was established for the first time during the 1989/90 school year. Major functions of the CSE and CPSE include:

- Identifying, evaluating, and recommending placement for students with disabilities.
- Assuring that appropriate due process safeguards are provided for each student.
- The CSE/CPSE will convene annually to discuss the Individual Education Program for all students with disabilities who reside in the district and who are eligible to attend preschool or public school during the coming school year.
- Establishing a network for communication and sharing of resources with other educational and community service agencies.
- Reporting to the Board of Education on the adequacy and status of programs, services and facilities made available to school-age students with disabilities by the school district, and, for preschool students, by public and private agencies within the County of Suffolk.

SECTION 2 - COMMITTEE ON PRESCHOOL SPECIAL EDUCATION

COMMITTEE ON PRESCHOOL SPECIAL EDUCATION (CPSE) MEMBERSHIP

At its yearly organization meeting, the Board of Education shall appoint a Committee on Preschool Special Education. **Pursuant to Education Law Article 89 Section 4410, a Committee on Preschool Special Education is appointed annually by the Board of Education. The composition of this committee is as follows:**

- the parents of the preschool child.
- not less than one general education teacher of the child if the child is, or maybe, participating in the general education environment.
- not less than one special education teacher or special education service provider of the child.
- the CPSE chairperson who is a representative of the district qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of students with disabilities who is knowledgeable about the general education curriculum and about the availability of the resources of the local educational agency.
- the parent of a preschool or elementary school-age child with a disability who resides in the district or neighboring district, provided that such parent is not a required member if the parents(s) of the child request that the additional parent member not participate.
- an individual who can interpret the instructional implications of evaluation results, who may be a member of the team selected from the regular or special education teacher or provider or district representative described above.
- Other persons having knowledge or special expertise regarding the child, including related services personnel as appropriate, as the school district or the parents shall designate. The determination of knowledge or special expertise of such a person shall be made by the party who invited the individual to be a member of the CPSE.
- for a child in transition from early intervention programs and services, the appropriately licensed or certified professional from the Department of Health's Early Intervention Program (EI); and
- a representative of the municipality is invited provided that the attendance of the appointee of the municipality shall not be required for a quorum [§200.3(2)].

Consensus is the preferred decision-making process. Parents of the student being reviewed and other knowledgeable people are encouraged to share information, outside evaluations and reports with the Committee. Written notice of CPSE meetings is provided to parents at least five (5) business days in advance of the meeting date. Meetings of the CPSE are held in the Special Education Office or school building as needed to review referrals throughout the school year and during the summer months.

Definition of Terms

“Preschool Student with a Disability” refers to a preschool student who has been identified by the Committee on Preschool Education (CPSE) who is eligible to receive preschool programs and services and is not entitled to attend the public schools of the district. To be identified as having a disability, a preschool student shall either:

- exhibit a significant delay or disorder in one or more functional areas related to cognitive, language and communicative, adaptive, social-emotional or motor development which adversely affects the student’s ability to learn. Such delay or disorder shall be documented by the results of the individual evaluation which includes, but is not limited to, information in all functional areas obtained from a structured observation of a student’s performance and behavior, a parental interview and other individually administered assessment procedures, and, when reviewed in combination and compared to accepted milestones for child development, indicate:
- a 12-month delay in one or more functional area(s), or
- a 33 percent delay in one functional area, or a 25 percent delay in each of two functional areas, or
- if appropriate standardized instruments are individually administered in the evaluation process, a score of 2.0 standard deviation below the mean in one functional area, or a score of 1.5 standard deviations below the mean in each of two functional areas: or
- meet the criteria as Autistic, Deaf-Blind, Hard of Hearing, Orthopedically Impaired, Other Health Impaired, Traumatic Brain Injury, or Visually Impaired [§200.1(mm)].

“First Eligible for Services” is the earliest date on which a student becomes eligible for services as defined in current regulations. Students in Family Court placements may, if the parent so chooses, continue to receive such services through August 31st of the calendar year in which the student first becomes eligible to receive services under Section 4410. A student can be considered a preschool student with a disability through the month of August of the school year in which he or she first becomes eligible to attend kindergarten [200.1].

CPSE PROCEDURES

Referral

The Committee on Preschool Special Education (CPSE) is responsible for arranging for the evaluation of any student who is suspected of having a disability, who meets the age eligibility requirements specified in the Regulations and is a resident of the school district. **The evaluation process begins when a written request for evaluation is made by either:**

- the child’s parent or person in parental relationship
- a professional staff member of the school district in which the child resides or the public or private school the student legally attends.

- a staff member of a preschool program approved pursuant to Section 4410
- a staff member of an approved program providing special instruction to students ages birth to three (3)
- a staff member of a program serving infants and toddlers or preschool students.
- a licensed physician or judicial officer
- a representative of a public agency with responsibility for the welfare, care or education of students
- a staff member of the Early Childhood Direction Center [§200.15(b)].

The referral can be made at any time during the school year. It should specify the extent to which the preschool student has received any services prior to referral. When the CPSE receives a referral, the chairperson will meet with the parent describing the evaluation procedures and request parental consent for the evaluation. A list of County approved evaluation sites will be provided to the parent. Translations will be provided as needed. In the event that consent is not provided, the Committee shall implement the district's practices for ensuring that the parents have received and understood the request for consent [200.16(b)(1)(V)].

Evaluation and Recommendation

The individual evaluation of a preschool child shall include relevant functional and developmental information regarding the child's abilities and needs relating to participation in age-appropriate activities.

This evaluation will include the following, at no cost to the parent:

- a physical examination
- an individual psychological examination, except when a school psychologist determines after an assessment that further evaluation is unnecessary.
- an observation
- a social history; and
- other appropriate assessments of evaluations as necessary to ascertain the physical, mental, and emotional factors that contribute to the suspected disabilities [§200.4(b)].

The evaluator will use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or development factors. Tests will be administered in the student's dominant language or other mode of communication unless it is clearly not feasible to do so. The tests will be validated for the specific purpose for which they are used and will be administered by trained personnel. Tests will be administered so as not to be racially or culturally

discriminatory and to ensure that they measure the extent to which the student has a disability and needs special education, rather than measure the student's English language skills [§200.4(6)].

The CPSE will arrange for specialized evaluations where necessary. These assessments may include, but are not limited to, bilingual evaluations, audiological evaluations, visual evaluations, and assistive technology assessments. Specialized evaluations are not limited to the initial evaluation process; they may be conducted at any time.

When completed, the evaluation reports will be submitted to the CPSE and a CPSE meeting will be scheduled at a site and time mutually convenient to the members of the committee and the preschool parent. The parents will be provided with a copy of the summary reports prior to the meeting. The results of the evaluation will be provided to the parent in their native language or other mode of communication used by the parent unless it is not feasible to do so [§200.16].

Reasonable measures will be made to ensure that the parent attends the meeting. This means:

- A written notice is sent to the parent at least five (5) business days prior to advising them of the meeting [§200.5(c)].
- At least one additional attempt is made to notify the parents. This may mean additional written notice or a telephone call.
- The parents and the school district may agree to use alternative means of meeting participation, such as conference telephone calls or virtual meetings (e.g. - Google Meet).

Prior to making any recommendation that would place a child in an approved program of the agency that conducted the initial evaluation, the committee may, at its discretion, obtain a second evaluation of the child from another approved evaluator.

The CPSE submits a recommendation to the Board of Education and to the parent of the preschool student within thirty (30) school days of the recommendation of the CPSE. If the Committee determines the student is ineligible for special education, written notification will indicate the reasons for the finding. If the Committee determines that a student has a disability, an IEP (Individualized Education Program) is prepared which specifies the nature of the disability, the student's current levels of functioning, including how the disability affects the student's participation in age-appropriate activities, measurable annual goals, including benchmarks or short-term objectives, and the type of special education program and/or services recommended. The CPSE will seek, in every case, to recommend placement in the least restrictive environment consistent with the needs of the student. If, for any reason, the recommendation of the Committee differs from the preference of the parent, the report shall include the reasons for the Committee's recommendations. The notice will also indicate that, if the parent does not provide consent for placement, no further action will be taken by the CPSE until such consent is obtained [§200.16].

Placement

Upon receipt of the CPSE's recommendation, the Board of Education will arrange for the student to receive appropriate special programs and services. Services will not be provided without parental consent but if the parent disagrees with the recommendation of the Board, he/she may request a special education resolution session, mediation or an impartial hearing review and may appeal the decision to the Commissioner of Education. A review of placement decisions will be conducted in accordance with the same rules of procedural due process applicable to the placement of school-aged students. Placement in an approved program will take place as soon as possible following Board approval. If the Board of Education disagrees with the Committee's recommendation, it may remand the recommendation to the Committee for further review [§200.16(f)]. Pursuant to law, the Miller Place School District Board of Education maintains the right to choose service providers.

Annual Review

An annual review is conducted for every preschool student who has been classified as having a disability. The purpose of the annual review is to determine the appropriateness of each student's Individualized Education Program (IEP) and the need to continue or modify the student's preschool special education program. This review considers the educational progress and achievement, the student's ability to participate in instructional programs in regular education and continued eligibility for special education services. Parents will receive a written notice, at least five (5) business days prior to the meeting, that indicates the time, date, location, and persons expected to attend. Reasonable measures will be taken to ensure that the parent attends the meeting. This notice must also inform the parents that they may invite other people to attend the meeting, who have knowledge or special expertise regarding the student [§200.16(g)].

Withdrawal of Referral

Written consent of the parent or guardian is required prior to initiating an evaluation for a student who has not previously been identified as having a disability. In the event that parent permission is withheld, the parent shall be given the opportunity to attend an informal conference with a designated professional most familiar with the proposed evaluation. If, at this meeting the parent decides that the referral is not warranted, the referral shall be withdrawn [200.5(b)].

CONTINUUM OF SERVICES **COMMITTEE ON PRESCHOOL SPECIAL EDUCATION**

Part 200 of the Regulations of the Commissioner states, "Eligibility as a preschool student with a disability shall be based on the results of an individual evaluation which is provided in the student's native language, not dependent on a single procedure, and administered by the multidisciplinary team in accordance with all other requirements as described in section 200.4(b) and 200.16(c) of the regulations.

- (1) Commencing July 1, 1993, to be identified as having a disability, a preschool student shall either:
 - (i) exhibit a significant delay or disability in one or more functional areas related to cognitive, language and communicative, adaptive, socio-emotional or motor development which adversely affects the student's ability to learn. Such delay or disability shall be documented by the results of the individual evaluation which includes but is not limited to information in all functional areas obtained from a structure observation of a student's performance and behavior, a parental interview

and other individually administered assessment procedures, and, when revised in combination and compared to accepted milestones for child development, indicate:

- a twelve (12) month delay in one or more functional areas (s), or
- a 33 percent delay in one functional area, or a 25 percent delay in each of two functional areas, or,
- if appropriate standardized instruments are individually administered in the evaluation process, a score of 2.0 standard deviations below the mean in one functional area, or a score of 1.5 standard deviations below the mean in each of two functional areas; or

(ii) meet the criteria set forth in paragraphs (1), (2), (3), (5), (9), (10), (12), or (13) of subdivision (zz) of this section.”

A preschool child (ages 3 through 5) can be classified as a Preschool Student with Disability if he/she meets the criteria set forth in these current disability classifications in the Part 200 regulations as Autistic, Deaf, Deaf-Blind, Hard of Hearing, Orthopedically Impaired, Other Health Impaired, Traumatic Brain Injury, or Visually Impaired [§200.1(mm)].

Program Recommendations

The CPSE must consider the appropriateness of services to meet the student’s needs in the least restrictive environment in the following order:

- related services only
- special education itinerant services only
- related services in combination with special education itinerant services
- an integrated special education preschool program
- a half-day preschool program
- a full-day preschool program

The Committee shall first consider providing special education services in a setting where age-appropriate peers without disabilities are typically found [§200.16(i)].

Related Services

Services defined in Section 4401 of Education Law, including speech-language pathology, audiology, psychological service, physical therapy, occupational therapy, counseling services, including rehabilitation counseling, orientation and mobility services, medical services as defined by regulation, parent counseling and training, school health services, school social work, assistive technology services, other appropriate developmental or corrective support services, appropriate access to recreation and

other appropriate support services. Related services are provided at a site determined by the Committee on Preschool Education including, but not limited to:

- an appropriate or licensed pre-kindergarten
- a Head Start Program
- the worksite of the provider
- the child's home*
- a hospital
- a state facility
- a childcare location [§200.16(i)].

Special Education Itinerant Services

Special Education Itinerant Service are services provided by a certified special education teacher of an approved program on an itinerant basis at a site determined by Committee on Preschool Special Education including, but not limited to:

- an approved or licensed pre-kindergarten
- the work site of the provider
- a Head Start Program*
- a Student's Home*
- a hospital
- a state facility
- a childcare location [§200.16(ii)].

***Students are entitled to related services in the home if the Board of Education determines that documented medical or special needs indicate that the student should not be transported to another site [§200.16(i)].**

Changes of location for the provision of services may occur without the review of the CPSE.

- **Direct Services:** Specialized individual or group instruction to a preschool student to aid the student from benefiting from the early childhood program.

- **Indirect Services:** Consultations provided by a certified special education teacher to assist the student's teacher in adjusting the learning environment or modifying instructional methods to meet the individual needs of a preschool student with a disability who attends an early childhood program.

Special Education Itinerant Services are provided not less than two hours per week, and the total number of students with disabilities assigned to the special education teacher should not exceed 20. Related services may be provided in addition to SEIT services in accordance with the student's IEP [§200.16(ii)].

Integrated Special Class

This is a special class of no more than twelve (12) preschool students which is staffed by at least one special education teacher and one paraprofessional. A special class in an integrated setting may be provided:

- In a class of no more than twelve preschool students with disabilities staffed by a special education teacher and a paraprofessional, which is housed in the same special space as a preschool class with non-disabled students taught by another teacher [§200.16.(iii)].

Special Class (half or full day)

A special class is defined as a class consisting of students with the same disabilities who have been grouped together because of similar individual needs for the purpose of being provided a special education program in a special class.

- The Chronological age range within special classes shall not exceed 36 months.
- Maximum class size shall not exceed 12 preschool students with at least one teacher and one paraprofessional.
- Services provided not less than 2 ½ hours per day, 2 days per week [§200.16.(iii)].

RESIDENTIAL SPECIAL EDUCATION PROGRAMS AND SERVICES

This program is a minimum of five hours per day, five days a week, for twelve months. Placements in residential programs must be approved by the Commissioner in accordance with 200.6 (I) of the Commissioner's Regulations [§200.16(iv)].

EXTENDED SCHOOL YEAR PROGRAMMING

Extended school year services may be appropriate for some preschool students with disabilities who require a structured learning environment to prevent substantial regression. Substantial regression means a student's inability to maintain developmental levels due to a loss of skill or knowledge during the months of July and August of such severity as to require an inordinate period of review at the beginning of the school year to reestablish and maintain IEP goals and objectives mastered at the end of the previous school year. As a guideline for determining eligibility for an extended school year program, a review period of eight weeks or more would indicate substantial regression has occurred. The CPSE is

responsible for determining a student's eligibility for an extended school year program and recommending the appropriate July and August special education program and/or related services needed to prevent substantial regression [§200.16(v)].

SECTION 3 - COMMITTEE ON SPECIAL EDUCATION

COMMITTEE ON SPECIAL EDUCATION MEMBERSHIP

At its yearly organization meeting, the Board of Education shall appoint a Committee on Special Education comprised of at least the following mandated members:

- the parent or person in parental relationship to the student.
- not less than one general education teacher of the student if the student is, or maybe, participating in the general education environment.
- not less than one special education teacher or special education service provider of the student.
- a school psychologist.
- the CSE chairperson who is a representative of the district qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of students with disabilities, who is knowledgeable about the general education curriculum and about the availability of the resources of the local educational agency.
- an individual who can interpret the instructional implications of evaluation results, who may be a member of the team selected from the regular education teacher, special education teacher or provider, the school psychologist, or district representative described above.
- the school physician, if specifically requested in writing by the parent of the student or by a member of the school at least 72 hours prior to the meeting.
- other persons having knowledge or special expertise regarding the child, including related services personnel as appropriate, as the school district or the parents shall designate.
- whenever appropriate, the student with a disability [§200.3(a)(1)].

Consensus is the preferred decision-making process. Parents of the student being reviewed, and other knowledgeable persons are encouraged to share information, outside evaluations and reports with the Committee.

Written notice of meetings is provided to the parents at least five (5) business days in advance of the meeting date. Meetings of the CSE are held in the Special Education Office and in the buildings as needed throughout the calendar year [§200.5(c)].

MEMBERSHIP OF THE SUBCOMMITTEE ON SPECIAL EDUCATION

Subcommittees are utilized to review amendments and during annual reviews. The Subcommittee consists of the following members appointed by the Board of Education:

- the parent or person in parental relationship to the student.

- not less than one general education teacher of the student if the student is, or maybe, participating in the general education environment.
- not less than one special education teacher, or where appropriate, not less than one special education service provider for the student.
- the Sub-CSE chairperson who is a representative of the district who is qualified to provide, administer, or supervise special education and who is knowledgeable about the general education curriculum and who is knowledgeable about the availability of resources of the school district.
- a school psychologist, whenever a new psychological evaluation is reviewed or a change to a program option with a more intensive staff/student ratio, is considered.
- an individual who can interpret the instructional implications of evaluation results, who may be a member of the team described above.
- other persons having knowledge or special expertise regarding the child, including related services personnel as appropriate, as the committee or the parent shall designate. The determination of knowledge or special expertise of that person shall be made by the party who invited the individual to be a member of the Sub CSE; and
- the student, if appropriate [200.3(2)].

Definition: “Student with a Disability:

The term student with a disability includes the following classifications:

- 1) *Autism* means a developmental disability significantly affecting verbal and non-verbal communication and social interaction, generally evident before age 3, which adversely affects a student’s educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a student’s educational performance is adversely affected primarily because the student has an emotional disturbance as defined in paragraph 4. A student who manifests the characteristics of autism after age 3 could be diagnosed as having autism if the criteria in this paragraph are otherwise satisfied.
- 2) *Deafness* means a hearing impairment that is so severe that the student is impaired in processing linguistic information through hearing, with or without amplification that adversely affects a student’s educational performance.
- 3) *Deaf-blindness* means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for students with deafness or students with blindness.

- 4) *Emotional disturbance* means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a student's educational performance:
- i) an inability to learn that cannot be explained by intellectual sensory, or health factors.
 - ii) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
 - iii) in appropriate types of behavior or feelings under normal circumstances.
 - iv) a general pervasive mood of unhappiness or depression; or
 - v) a tendency to develop physical symptoms or fears associated with personal or school problems.

The term includes schizophrenia. The term does not apply to students who are socially maladjusted, unless it is determined that they have an emotional disturbance.

- 5) *Hearing impairment* means impairment in hearing, whether permanent or fluctuation, which adversely affects the child's educational performance but that is not included under the definition of deafness in this section.
- 6) *Learning disability* means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken, or written, which manifests itself in an imperfect ability to listen, think, speak, read, write, spell or to do mathematical calculations. This term includes such conditions as perceptual disabilities, brain injury, minimal brain, dysfunction, dyslexia, and developmental aphasia. The term does not include learning problems, mental retardation, of emotional disturbance, or of environmental, cultural or economic disadvantage.
- 7) *Intellectual disability* means significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects a student's educational performance.
- 8) *Multiple disabilities* means concomitant impairments (such as mental retardation, blindness, mental retardation-orthopedic impairments, etc.) the combination of which cause such severe educational needs that they cannot be accommodated in a special education program solely for one of the impairments. The term does not include deaf-blindness.
- 9) *Orthopedic impairment* means a severe orthopedic impairment that adversely affects a student's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc), and impairments from other causes (e.g., cerebral palsy, amputation, and fractures or burns which cause contractures).

- 10) *Other health-impairment* means having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that is due to chronic or acute health problems, including but not limited to a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, diabetes, attention deficit disorder or attention deficit hyperactivity disorder or tourette syndrome, which adversely affects a student's educational performance.
- 11) *Speech or language impairment* means a communication disorder, such as stuttering, impaired articulation, a language impairment or a voice impairment that adversely affects a student's educational performance.
- 12) *Traumatic brain injury* means an acquired injury to the brain caused by an external physical force or by certain medical conditions such as stroke, encephalitis, aneurysm, anoxia, or brain tumors with resulting impairments that adversely affect educational performance. The term includes open or closed head injuries from certain medical conditions resulting in mild, moderate, or severe impairments in one or more areas, including cognition, language, memory, attention, reasoning, abstract thinking, judgment, problem solving, sensory, perceptual and motor abilities, psychosocial behavior, physical functions, information processing, and speech. The term does not include injuries that are congenital or caused by birth trauma.
- 13) *Visual impairment* including blindness means impairment in vision that, even with correction, adversely affects a student's educational performance. The term includes both partial sight and blindness [§200.1(zz)].

PROCEDURES OF THE COMMITTEE ON SPECIAL EDUCATION (CSE)

Referral

According to Section 4401-a of the education law any student suspected of having a disability may be referred for initial evaluation to determine if the student is a student with a disability by the parent or person in parental relation and a designee of the school district in which the student resides. In addition, a professional staff member of the school which the student attends or professional staff member of the school district in which the student resides, physician, judicial officer, professional staff member of a public agency, or the pupil himself or herself if such pupil is eighteen years of age or older or is an emancipated minor may request that the school district in which the student resides refer the student for initial evaluation. A request for referral submitted by an individual other than the student or a judicial officer shall:

- a. state the reasons in writing for the referral and include any test results, records, or reports upon which the referral is based unless such test results, records or reports are unavailable.
- b. describe in writing, intervention services programs or instructional methodologies to remediate the student's performance prior to referral including any supplementary aids or support services provided for this purpose or state the reason why no such attempts were made; and

- c. Describe the extent of contact or involvement prior to the referral with the parent or person in parental relationship.

A referral submitted by a parent or person in parental relation shall be submitted in writing to the chairperson of the Committee on Special Education (CSE) or the building administrator of the school which the student attends or is eligible to attend. The building administrator may request a meeting with the parent or person in parental relation to the student for the purpose of discussing educational alternatives to special education. Such alternatives may include the provision of services designed to address the learning needs of the student and maintain a child's placement in general education with the provision of appropriate educational and support services.

The Committee will notify the parent or persons in parental relationship to the student that a referral for an evaluation has been received and will request consent for the evaluation. The parent will be provided with information regarding the evaluation, the procedural safeguards notice which includes a listing of free low-cost legal and other relevant services in the area, sources to obtain assistance in understanding the referral and evaluation process, and a copy of A Parent's Guide to Special Education. Translations are provided to assist parents as needed [§200.4(a)].

Withdrawal of Referral

Within ten (10) business days following receipt of CSE referral or copy of a referral the building principal may decide to meet with the parent/guardian and/or student to discuss educational services presently being offered and to determine whether the student would benefit from additional general education support services as an alternate to special education, including the provision of Educationally Related Support Services (ERSS), Multi-Tiered System of Supports (MTSS), and Remedial Instruction. The professional staff member who made the referral should also attend this meeting. If at the meeting, the parent or person in parental relationship and the building administrator agree in writing that, with the provision of additional general education support services, building administrator shall provide the chairperson of the Committee on Special Education, the person who made the referral if a professional staff member of the district, the parent or person in parental relationship to the student, and the student, if appropriate, with copies of the agreement. All such agreements about withdrawal of a CSE referral must be in writing and must specify the alternative services to resolve the identified learning difficulty of the student and provide the opportunity for a follow-up conference within an agreed period of time to review the student's progress. A copy of the agreement becomes a part of the student's cumulative educational record. A copy of the agreement must be in the native language of the parent or person in the parental relationship.

If the referral to the CSE is not written by agreement, and the parent/guardian does not consent to the evaluation within thirty (30) days of the date of receipt of referral, the Chairperson of the CSE shall document attempts made by the Chairperson or other representatives of the committee to obtain parental consent and shall notify the Board of Education, that they utilized the due process procedures to permit the district to conduct an evaluation of the student without the consent of the parent [§200.4(9)].

Evaluation and Recommendation

The initial evaluation will consist of procedures to determine whether a student is a student with a disability and to determine the educational needs of such a student. The screening of a student by a

teacher or specialist to determine appropriate instructional strategies for curriculum implementation shall not be considered to be an evaluation for eligibility for special education. The evaluation will include a variety of assessment tools and strategies, including information provided by the parent to gather relevant functional, developmental, and academic information about the student that may assist in determining whether the student is a student with a disability and the content of the student's individualized education program, including information related to enabling the student to participate and progress in the general education curriculum.

The evaluations, which are at no cost to the parent, include a physical examination, social history, psychological evaluation, unless determined to be unnecessary and educational evaluation, as well as other tests and assessments in the area of suspected disability.

Social History - This report is usually completed by a school psychologist or social worker in consultation with the parent or guardian. It is intended to provide information regarding the child's social development, social interactions, and factors within the home, school, and community which may be significant.

Individual Psychological Evaluation - This is undertaken by the school psychologist who, after several sessions with a child, will provide information about general intelligence, learning strengths and weaknesses, instructional needs, social interactions, and adaptive behavior and relationships. The psychological evaluation will also provide valuable information which may lead to the determination that a disability may exist.

Classroom Observation - Changes to IDEA (200.4) adds that students must be observed in the student's learning environment or, in the case of a student of less than school-age or out of school, an environment appropriate for a student of that age, to document the student's academic performance and behavior in the areas of difficult. An observation of the student's performance in the classroom is usually provided by the school psychologist, although any member of the CSE can complete this report. A statement of the student's relationships with others is offered as well as learning styles and attention span.

Educational Evaluation - A special education diagnostician provides a detailed assessment of the child's strengths and weaknesses in basic skill areas such as reading decoding and comprehension, written expression and spelling, and arithmetic concepts and calculation.

Physical Examinations - A medical evaluation is provided to assess sight, hearing, and general health conditions which might affect the child's ability to learn.

Additional Assessments - Based upon the reason for referral, other evaluations may be undertaken. These may include speech and language testing, occupational or physical therapy evaluations, audiological, psychiatric, neurological, and other assessments in the area of the suspected disability.

The district will ensure that:

- assessments and other evaluation materials used to assess a student:

- a) are provided and administered in the student's native language or other mode of communication and in the form most likely to yield accurate information on what the student knows and can do academically, developmentally and functionally, unless it is clearly not feasible to do so;
 - b) are used for purposes for which the assessments or measures are valid and reliable.
 - c) are administered by trained personnel in accordance with the instruction provided by those who developed such assessments; and
 - d) are selected and administered so as not to be discriminatory on a racial or cultural basis.
- tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those which are designed to provide a general intelligence quotient (IQ).
- tests are selected and administered to ensure that, when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills, except where those skills are factors which the test purports to measure.
- materials and procedures used to assess a student with limited English proficiency be selected and administered to ensure that they measure the extent to which the student has a disability or needs special education, rather than measure the student's English language skills.
- no single measure or assessment is used as the sole criterion for determining whether a student is a student with a disability or for determining an appropriate educational program for a student.
- evaluation(s) is/are analyzed by a multidisciplinary team or group of persons, including at least one teacher or the specialist with certification or knowledge in the area of the suspected disability.
- evaluation(s) is/are sufficiently comprehensive to identify all of the student's special education needs, whether or not commonly linked to the disability category in which the student has been identified.
- technically sound instruments are used that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.
- assessment tools and strategies are used that provide relevant information that directly assists persons in determining the educational needs of the student.
- the student is assessed in all areas related to the suspected disability, including, where appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, vocational skills, communicative status and motor abilities.

- students aged twelve (12) and those referred to special education for the first time who are age twelve (12) and over, shall receive an assessment that includes a review of school records and total assessments, and parent and student interviews to determine vocational skills, aptitude and interests.
- the results of the evaluation are provided to parents or persons in parental relationships in their native language or mode of communications unless it is clearly not feasible to do so.
- assessments of students with disabilities who transfer from one school district in the same academic year are coordinated with the student's prior and subsequent schools, as necessary, and as expeditiously as possible to ensure prompt completion of full evaluations; and
- no student shall be required to obtain a prescription for a drug or other substance as a condition of receiving an evaluation.

Existing evaluation data on the student will be reviewed, including evaluations and information provided by the child's parents, current classroom-based assessments, local or State assessments, classroom-based observations, and teacher and related service provider's observation.

The CSE will arrange for specialized evaluations where necessary, using appropriate resources outside of the district. These assessments may include, but are not limited to, bilingual evaluations, psychiatric and neurological examinations, audiological evaluations, visual evaluations, vocational evaluations, and assistive technology assessments. Specialized evaluations are not limited to the initial evaluation process; they may be conducted at any time. The CSE shall maintain a list of appropriate resources and certified professionals for this purpose.

When an evaluation is complete, a CSE meeting is scheduled. Reasonable measures will be taken to ensure that the parent attends the meeting. This means:

- a written notice will be sent to parents at least five (5) business days prior advising them of the meeting.
- at least one additional attempt will be made to notify the parents. This may mean additional written notice or a telephone call.
- for a subcommittee meeting, the special education or primary related service provider will make, and document attempts to contact the parent. The Special Education Office will be notified to document the attempts.
- the parent and the school district may agree to use alternative means of meeting participation, such as conference telephone calls or virtual meetings (e.g. - Google Meet) [§200.4(b)].

Private Evaluations

Miller Place School District will assist parents who are obtaining an evaluation of their son/daughter at their own expense in the following areas:

Outside evaluators will be able to conduct a student observation during the school day following the criteria listed below:

1. The outside evaluator will provide the district with their credentials.
2. The outside evaluator will provide the district with the rationale behind the observation.
3. The observation will take place on a mutually agreed upon date and time.
4. The observation duration will not exceed 1 hour in length.
5. The location of the observation will take place at the district's discretion.
6. District staff will accompany the outside evaluator.
7. The district will get a copy of the observation prior to the information being reviewed at a CSE/CPSE meeting.

Rating Scales:

Miller Place Union Free School District Staff will complete outside evaluators rating scales based on the following procedure:

1. The rating scale is given to the person expected to complete it.
2. The staff members will complete the rating scale to the best of their abilities.
3. The staff member will give the completed rating scales to the building psychologist.
4. The building psychologist will make a copy of the rating scale for the District's student file.
5. The building psychologist will send the completed rating scale directly to the outside evaluator.
6. The building psychologist will notify the parent stating that the rating scale has been sent back to the outside evaluator.

Eligibility Determination

When an evaluation is completed, the committee, including the parent and, if appropriate, the student, meets to review the evaluation information to determine eligibility for special education and, if appropriate, develop an Individualized Education Program (IEP). The CSE will consider evaluation information including evaluations provided by the parent. The CSE must ensure that all general education resources including educationally related support services and academic intervention services have been considered prior to determining that the student should receive special education services. In making a determination of eligibility for special education and related services, a student shall not be identified as a child with a disability if the determinant factor is lack of appropriate instruction in reading, including explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills) and reading comprehension strategies, lack of instruction in math or limited English proficiency [§200.4]. A student with a disability remains eligible to receive special education services even if the student is advancing from grade to grade.

The CSE will ensure that parents receive and understand all evaluation reports and documentation of eligibility in their native language, including the results of required evaluations when the student is

determined no longer to be eligible for special education. Whenever feasible, the evaluation results are shared with the parents before any meeting to discuss the identification, evaluation, or educational placement of the student. Consensus is the preferred decision-making process.

When evaluations are conducted for the purpose of determining a student's eligibility or continuing eligibility for special education, the CSE must give a copy of the evaluation report and the documentation of the determination of eligibility to the student's parent. The results of the evaluation will be provided to the parent in their native language or other mode of communication.

A student may be considered eligible for special education if he/she exhibits a significant delay in one or more functional areas related to cognitive, language and communicative, adaptive, socio-emotional or motor development which adversely affects the student's ability to learn. Such delay must be documented by the results of the individual evaluation and when reviewed, in combination and compared to accepted milestones for child development, indicate a score below the 16th percentile in one or more functional areas.

No single measure or assessment may be used as the sole criterion for determining whether a student is a student with a disability or for determining an appropriate educational program for a student [§200.4].

In addition, a student shall not be determined eligible for special education if the determinant factor is:

- lack of appropriate instruction in reading, including explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills) and reading comprehension strategies.
- lack of appropriate instruction in math; or
- Limited English proficiency [§200.4 (c) (2)].

If the committee determines that the student is **ineligible** for special education:

- the committee will provide notice to the parent of the recommendation. The parent will receive procedural safeguards, a copy of the evaluation report and the documentation of determination for ineligibility.
- the committee will provide a copy of the recommendation and appropriate evaluation information to the building administrator for consideration of educationally related support services to address student's needs.
- the committee will provide the recommendation to the Board of Education.

If the student has been receiving special education services, but it is determined by the Committee on Special Education that the student **no longer needs special education** services and can be placed in a regular education program on a full-time basis, the recommendation shall:

- identify the declassification support services as identified in Section 100.1 (a), if any, to be provided to the student, and/or the student's teachers; and
- indicate the projected date of initiation of the services, the frequency of provision of the services, provided that these services shall not continue for more than one year after the student enters the full-time regular education program.

If the committee determines that the student is eligible for special education:

- the committee will develop a written recommendation (IEP).
- the committee will document least restrictive environment (LRE) considerations.
- the committee will document special considerations for students whose behavior impedes learning, students who are deaf or hard of hearing, students who are blind or visually impaired, students with limited English proficiency and students who need assistive technology devices or services.

The committee will provide written notice to a parent which includes:

- a recommendation including options considered and a rationale for rejecting those options not selected.
- a copy of the evaluation report and the documentation of determination of eligibility.
- procedural safeguards notice; and
- request parental consent for initial placement (including, if appropriate, initial recommendation for twelve (12) month programs and services).

The committee will also provide notice to the Board of Education.

If the committee determines that the student is **eligible for special education, an IEP (Individualized Education Program)** is prepared. In developing the recommendations for the IEP, the Committee must consider the results of the initial or most recent evaluation; the student's strengths; the concerns of the parents; the academic, developmental, and functional needs of the student including, as appropriate, the results of the student's performance on any general State or district-wide tests; and other factors unique to the student's disability.

The IEP indicates the classification of the disability, the recommended placement, class size, and includes a statement of:

- the student's present level of academic achievement, functional performance and individual needs in academic, social, physical and management areas, including how the disability affects the child's involvement and progress in the general education curriculum.

- each annual goal shall include the evaluative criteria, evaluation procedures and schedules to be used to measure progress toward meeting the annual goal during the period beginning with placement and ending with the next scheduled review by the committee.
- the IEP shall identify when periodic reports on the progress the student is making towards the annual goals, such as through the use of quarterly or other periodic reports that are concurrent with the issuance of report cards, will be provided to the student's parents.
- for a student who takes a New York State Alternative Assessment (NYSAA) and for each preschool student with a disability, the IEP will include a description of the short-term instructional objectives and/or benchmarks that are the measurable intermediate steps between the student's present level of performance and the measurable annual goal.
- special education and related serviced and supplementary aids and services to be provided to the student, or on behalf of the student, and a statement of the program modifications or supports for the child to advance appropriately toward attaining annual goals, to be involved and progress in general education curriculum, and to be educated and participate in activities with other students with and without disabilities.
- the recommended program and services shall, to the extent practicable, be based on peer-reviewed research.
- the general education classes in which the student will receive consultant teacher services.
- a statement of support for school personnel on behalf of the student.
- the extent to which the student's parents will receive parent counseling and training, when appropriate.
- any assistive technology devices or services needed for the student to benefit from education, including the use of the devices in the student's home or in other settings.
- the extent, if any, to which the student will **NOT** participate with non-disabled students in the general education class and in other activities.
- if a student is not participating in a regular physical education program, the extent to which the student will participate in specially designed instruction in physical education, including adapted physical education.
- if the student will participate in an alternate assessment on a particular State or district-wide assessment of student achievement, the IEP shall provide a statement of why the student cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate for the student.
- a statement of any individual testing accommodations to be used consistently for the student in the recommended educational program and in the administration of district-wide assessments of

student achievement, and in accordance with department policy, State assessments of student achievement that are necessary to measure the academic achievement and functional performance of the student; and

- the projected date for the initiation of special education, related services and modifications, the anticipated frequency, location, and duration of those services and the projected date of review of the student's need for such services.

For those students beginning not later than the first IEP to be in effect when the student is age 15, and at a younger age, if determined appropriate, and updated annually, the IEP shall include:

- under the student's present levels of performance, a statement of the student's needs, taking into account the student's strengths, preferences and interests, as they relate to transition from school to post-school activities.
- appropriate measurable postsecondary goals based upon age-appropriate transition assessments relating to training, education, employment and, where appropriate, independent living skills.
- a statement of the transition service needs of the student that focuses on the student's course of study, such as participation in advanced-placement courses or a vocational education program.
- needed activities to facilitate the student's movement from school to post school activities, including instruction, related services, community experiences, the development of employment and other post-school adult living objectives and, when appropriate, acquisition of daily living skills and functional vocational evaluation; and
- a statement of the responsibilities of the school district and, when applicable, participating agencies for the provision of such services and activities that promote from school to post-school opportunities, or both, before the student leaves the school setting.

At the beginning of each school year, each regular education teacher is provided with an electronic copy of the IEP on the student data management system and is informed of his or her responsibility to implement the recommendations on the student's IEP. Teachers need to be aware of each student's area of disability, testing modifications, special needs regarding specialized equipment such as enlarged print, taped textbooks, or use of a calculator, and any other special accommodations as stipulated in the IEP [§200.4(d)].

Considerations of Special Factors

The CSE shall:

- 1) in the case of a student whose behavior impedes his or her learning or that of others, consider when appropriate, strategies, including positive behavioral interventions, and supports to address that behavior.
- 2) in the case of a student with limited English proficiency, consider the language needs of the student as such needs relate to the student's IEP.

- 3) in the case of a student who is blind or visually impaired, provide for instruction in Braille and the use of Braille unless the CSE determines, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future needs for instruction in Braille or the use of Braille), that instruction in Braille or use of Braille is not appropriate for the student.
- 4) consider the communication needs of the student, and in the case of a student who is deaf or hard of hearing, consider the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode.
- 5) consider whether the student requires assistive technology devices and services, including whether the use of school-purchased assistive technology devices is required to be used in the student's home or in other settings for the student to receive a free appropriate public education.
- 6) include a statement in the IEP if, in considering the special factors listed above, the committee has determined a student needs a particular device or service (including an intervention, accommodation, or other program modification) for the student to receive a free appropriate public education [§200.4(3)].

IEP Implementation, Distribution and Placement

Within sixty (60) school days of the receipt of consent to evaluate for a student not previously identified as having a disability, or within sixty (60) school days of the referral for review of the student with a disability, the Board of Education shall arrange for appropriate special programs and services. If a recommendation is for placement in an approved in-state or out-of-state private school, the Board shall arrange for such programs and services within thirty (30) school days of the Board's receipt of the recommendation of the committee. Notice of the recommendation will be provided to the parent, including procedural safeguards notice. If the Board of Education disagrees with the committee's recommendations, the Board may remand the recommendation back to the committee for reconsideration and provide notice to the parents. The Board may also establish a second committee to develop a new recommendation for the student:

- If the Board disagrees with the recommendation of the second committee, it may remand the recommendation back to the second committee for additional reviews.
- The Board must accept the recommendation of the second committee once the Board authorizes a second committee to make a new recommendation.
- In all cases, the Board must arrange for programs and services within sixty (60) school days of receipt of consent to evaluate, except in those instances described above.

The CSE must ensure that:

- each student with a disability has an IEP in effect at the beginning of each school year.

- each general education teacher, special education teacher, related service provider, and other service provider who is responsible for the implementation of a student's IEP, is provided a paper or electronic copy of the IEP prior to the implementation of such IEP.
- a paraprofessional and each other provider responsible for assisting in the implementation of a student's IEP, has the opportunity to review a copy of the student's IEP prior to the implementation of the program, and has ongoing access to a copy of the IEP.
- each regular and special education teacher, related service provider, other service provider, paraprofessional and other provider and support staff person has been informed, prior to the implementation of the IEP, of his or her specific responsibilities related to implementing the student's IEP and the specific accommodations, program modifications, supports and/or services that must be provided for the student in accordance with the IEP; and
- a copy of the IEP is provided at no cost to the student's parents.

The district must provide special education and related services to a student with a disability in accordance with the student's IEP and make a good faith effort to assist the student to achieve the annual goals and, if appropriate, short-term instructional objectives or benchmarks listed in the student's IEP [§200.4(e)].

Transfer Students

Transfer within New York State: In the case of a student with a disability who had an IEP that was in effect in NYS and who transfers from one school district and enrolls in our district within the same academic year, the district shall provide the student with a free appropriate public education, including services comparable to those described in the previously held IEP, in consultation with the parents, until such time as the school district adopts the previously held IEP or develops, adopts and implements a new IEP [§200.4(3)(8)].

Transfer from outside New York State: In the case of a student with a disability who transfers school districts within the same academic year, who enrolls in a new school district and who had an IEP that was in effect in another state, the district shall provide the student with a free appropriate public education, including services comparable to those described in the previously held IEP, in consultation with the parents, until such time as the school district conducts an evaluation if determined to be necessary by the district, and develops a new IEP if appropriate [§200.4(3)(8)(ii)].

Annual Review, Reevaluation and Declassification

The Individualized Education Program (IEP) of each student with a disability shall be reviewed, and if appropriate, revised, periodically, but not less than annually to determine if the annual goals for the student are being achieved. Parents are notified by mail five (5) business days prior to the CSE of the meeting; reasonable measures are taken to ensure that the parent attends the meeting. This review is conducted to determine the child's present levels of performance and educational needs, continued eligibility and need for special education service, and whether any modifications or additions to the

special education and related service program are needed to enable the child to meet the measurable annual goals of the IEP.

The annual review will consider: the strengths of the student; the concerns of the parents for enhancing the education of their child; the results of the most recent evaluations including, as appropriate, the results of any State or district-wide assessments; the student's academic, development and functional needs; and the educational progress and achievement of the student and the student's ability to participate in instructional programs in regular education and in the least restrictive environment.

The CSE must obtain informed parental consent prior to conducting any new test or assessment as part of a reevaluation of a student with a disability, except that informed parent consent need not be obtained if the district can demonstrate that it took reasonable measures to obtain such consent and the student's parent failed to respond. Reasonable measures will be defined as at least one telephone contact attempted and one additional note sent home. If the parent refuses consent, the district must resolve the matter through resolution, a mediation agreement, or an impartial hearing before conducting the new test or assessment as part of the reevaluation.

As part of any reevaluation, a review of existing evaluation data, including evaluations and information provided by the student's parents, current classroom-based assessments, local or State assessments, classroom-based observations, and teacher and related service provider's observations, is conducted to determine what additional data, if any, is needed. This review shall not constitute a CPSE/CSE meeting. If no additional data is needed to determine whether the student continues to be a student with a disability, the parents are notified of the determination and the reasons for it.

The Committee on Special Education will arrange for an appropriate reevaluation of each student with a disability if the district determines that the educational or related service needs, including improved academic achievement and functional performance of the student warrant a reevaluation, or if the student's parent or teacher requests a reevaluation, but not more frequently than once a year, unless that parent and representative of the school district appointed to the CSE agree otherwise. A reevaluation shall take place at least once every three years and will be conducted by a multidisciplinary team or group of people, including at least one teacher or other specialists with knowledge in the area of the student's disability. The reevaluation shall be sufficient to determine the student's individual needs, educational progress and achievement, the student's ability to participate in instructional programs in regular education and the student's continuing eligibility for special education. The results of any reevaluations must be addressed by the committee on special education in a meeting to review and, as appropriate, revise the student's IEP. To the extent possible, the school district shall encourage the consolidation of reevaluation meetings and other committee on special education meetings for the student. When evaluations are conducted with the purpose of determining continuing eligibility for special education, the CSE will provide a copy of the evaluation report and the documentation of the determination of eligibility to the student's parent [§200.4(f)].

Amendments to an IEP

In accordance with the Individuals with Disabilities Education Act (IDEA), the parent of a child with a disability and the district may agree that it is not necessary to convene a Committee on Special Education meeting for the purpose of amending the child's Individual Education Program (IEP).

Specifically, the regulations permit amendments to a child's IEP only after the annual IEP review meeting for a school year [§200.4(G)].

Declassification

Before determining that a student is no longer eligible to receive special education services, an evaluation needs to be conducted. When the CSE determines that a student no longer requires special education services, the Committee may recommend declassification support services to the student for no more than the first year in regular education. Such services may include psychological, social work, speech and language services, non-career counseling, or the assistance of an aide or consultant to the classroom teacher. Continuation of test modifications upon declassification **is not automatic**. The CSE may determine that the test modifications previously documented in a student's IEP must continue to be consistently provided to the student for the balance of his or her public-school education. The school district is not required to conduct a reevaluation of a student before the termination of a student's eligibility due to graduation with a local high school or Regent's diploma or exceeding the age eligibility for a free appropriate public education, but is required to provide the student with a summary of his or her academic achievement and functional performance, which includes recommendations on how to assist the student in meeting his or her post-secondary goals [§200.4(c)].

**SECTION 4 - ADDITIONAL
EVALUATIONS, IEP AND PLACEMENT
CONSIDERATIONS**

ARRANGEMENT OF SPECIAL EDUCATION PLACEMENTS CPSE AND CSE

The Board of Education shall, upon receipt of the IEP recommendation, arrange for programs and services to be provided to a student with a disability after consideration of the recommendation of the CSE/CPSE. The Board shall notify the parents that this has been arranged [§200.4(e)].

For CPSE, the Board shall arrange for the services commencing with the July, September, or January starting date, unless such services are recommended by the CPSE less than 30 days prior to, or after, such appropriate starting date, in which case the services shall be provided no later than thirty (30) days from the recommendation of the Committee [§200.16(e)].

For CSE, evaluation and placement shall be completed within 60 days of receipt of consent to evaluate a student not previously identified as having a disability or within 60 days of referral for review of a student with a disability. For placement in approved in-state or out-of-state private school placements, the Board shall arrange for such programs and services within 30 days of receipt of the recommendation of the Committee on Special Education [§200.4].

Because the placement of students is often a lengthy process, the Board authorizes the Superintendent of Schools, or designee, to act as its agent in making necessary arrangements to implement the appropriate recommended program/services prior to Board of Education review.

If the Board disagrees with the recommendation of the CSE, it shall set forth in writing a statement of its reasons and send the recommendation back to the Committee, with notice of the need to schedule a timely meeting to review the Board's concerns and to revise the IEP as deemed appropriate. The Board shall provide the parents with a copy of this statement and notice. The committee shall then submit its revised recommendation to the Board of Education [§200.4(2)].

PROCEDURES FOR ASSESSING ENGLISH LANGUAGE LEARNERS (ENL STUDENTS)

Screening:

As part of the kindergarten screening, students who appear to speak a language other than English in their home, are screened by the ENL teacher. The ENL teacher also screens ENL new entrants to the district. One method that is used to determine the student's predominant language is the Home Language Survey. If the student does not speak English, the ENL teacher administers the New York State Identification Test for English Language Learners (NYSITELL) to determine language proficiency. If the student scores at or below the cut-off point on the NYSITELL, the student is determined to be limited in oral proficiency and ENL services are provided. If a student scores at or below the statewide reference point or the 40th percentile on a standardized test of English reading, the student is considered limited in proficiency in reading English and will receive ENL Services.

Students who are referred for a bilingual assessment have usually been in the ENL program for at least two-three years. Traditionally, the referral comes from the ENL teachers who discuss their concerns about the student's progress with the building team or guidance counselor and/or the school psychologist with regard to the possibility of a disability interfering with the acquisition of academic and/or language skills.

Prior to referral, general education supports are attempted to determine if the student can make progress through these interventions.

These supports may include:

- ENL Program
- MTSS Services
- Remedial Reading Support
- Remedial Math Support
- Speech/ Language Services
- Regents Prep Program - “Operation Success”
- Extra help sessions with the general education teacher
- Informal small group instruction

If the student’s home language is other than English, this is noted on the referral form in order that further evaluations can be completed in the student’s native language if available. If the parents’ dominant language is not English, they will receive all notifications in their dominant language if available. They will also receive the **Parent’s Guide to Special Education** in their native language, if available.

At the CSE meeting, an interpreter will be provided for parents if their native language is other than English. When considering if a disability is present, the CSE will consider the following factors:

- the length of time the student has been in the United States.
- the amount of instruction that the student has received in the United States as well as his or her home country.
- the length of time the student has been receiving ENL instruction.
- attendance in school.
- the student’s proficiency in his native language as well as English proficiency.
- the type of general education supports that the student has received.

In all cases, the student’s educational, cultural, and experiential background will be considered by the Committee to determine if these factors are contributing to the student’s learning or behavioral problems. In making a determination of eligibility for special education and related services, a student may not be identified as a child with a disability if the determinant factor for such determination is limited English proficiency.

CULTURALLY UNBIASED/NON-DISCRIMINATORY EVALUATION FOR ENGLISH LANGUAGE LEARNERS

The CPSE/CSE is responsible for evaluating students to determine the existence of a disability that may require special education services. In order to safeguard educational opportunities for students whose

native language is other than English, the CSE must ensure that all tests and assessment procedures are selected and administered so as not to be discriminatory on a racial or cultural basis.

The procedures for ensuring appropriate and non-discriminatory evaluations for students who are Limited English Proficient will be as follows:

- The CSE referral will indicate the student's native language as determined by the Home Language Survey and other assessments.
- The CSE referral includes a section that must be completed on students who are Limited English Proficient and may also be suspected of having a disability.
- If the student's English proficiency is determined to be insufficient to obtain valid results in English and the home language is not English, the evaluation shall be bilingual if available.
- If the home language is English but the student is considered limited English proficient, an evaluation will be conducted by a professional familiar with the culture and language dialect of the student.
- If the student is from a culturally and linguistically diverse background and English is the home language and the student is considered to be proficient in English, as determined by an English/Language Assessment, the evaluation may be conducted in English; however, the culture and linguistic background of the student will be taken into consideration.
- If the parents' dominant language is not English, the district will make best efforts to translate all notifications in their dominant language upon request. At that time, they will also receive the **Parent's Guide to Special Education** in their native language, if available.

Upon receipt of a referral that indicates that the home language is not English, due process notices will be mailed to parents in the dominant language. At the CSE/CPSE meeting, an interpreter will be present to explain the results of the evaluations and the proposed recommendations.

The bilingual evaluation will include the following considerations/evaluations:

- the length of time the student has been in the United States.
- the amount of instruction that the student has received in the United States as well as his or her country.
- the length of time the student has been receiving ESL instruction.
- attendance in school.
- the student's proficiency in his native language as well as English proficiency.
- the type of general education support(s) that the student has received.

- best efforts will be made by the district to secure a bilingual evaluator who is knowledgeable about the student's geographic area of origin as well as its language and culture.
- BOCES and other agencies may be used for bilingual assessment.
- test instruments in the appropriate language that are normed on the same or similar population as the country from which the student has come will be sought. If such evaluative tools are not available, the evaluator will state in the report specific concerns regarding the instruments that were used and specific cautions to be observed when interpreting the results.
- if specific sub-tests are not considered appropriate because of cultural disadvantage, the evaluator may prorate the results and explain the reasons for this decision in the report.
- student work samples may be submitted to the CSE to provide an informal portfolio assessment that may indicate functional levels.
- non-verbal assessment batteries will be used to supplement more linguistic based measures.
- age-appropriate adaptive behaviors will also be taken into consideration.
- all areas of suspected disability will be evaluated in the student's native language.
- the bilingual evaluator will conduct a complete bilingual social history.
- the evaluation report will state the language in which the assessment was administered.

If the tests normally used are not considered valid for the ENL student, other avenues of data collection including criterion-referenced tests may be used and the results will be described in the evaluation report.

The following procedures will be followed by the CSE/CPSE when reviewing bilingual evaluations:

- 1) Best efforts will be made by the district to secure a bilingual professional or translator to be present at the CSE/CPSE meeting, and the attendance sheet will indicate the name and language of this interpreter.
- 2) The CSE will consider the role of cultural and/or linguistic factors in relation to the student's behavior and/or academic difficulties before determining if special education services are required.
- 3) In keeping with the doctrine of Least Restrictive Environment, the CSE/CPSE will determine if remedial services and other general education supports can be tried before considering special education services.

- 4) All notices requiring consent and informing parents of CSE/CPSE recommendations will be translated into the parent's dominant language if available.
- 5) The program or services recommended for the student may consist of a combination of ESL and special education services, as recommended by the CSE [§200.4].

INDEPENDENT EVALUATIONS

At the time of CSE initial or reevaluation, the Office of Special Education will inform the parents regarding their right to an independent evaluation by providing them with a copy of the Due Process Notice. If the parents disagree with the evaluation conducted by the CSE, parents may request an independent evaluation at district expense.

The names, addresses and telephone numbers of appropriate public and private agencies and other professional resources where independent educational evaluations may be obtained will be provided upon request.

The school district may ask for the parent's reason why he or she objects to the public evaluation. The school district has a right to initiate an impartial hearing to demonstrate that its evaluation is appropriate or that the evaluation obtained by the parent does not meet school district criteria. If a hearing officer determines that the district's evaluation was appropriate or the evaluation obtained by the parent did not meet school district criteria, the parent has the right to an independent evaluation, but not at public expense.

Any independent evaluation, whether paid for by the parent or by the school district, will be reviewed by the CSE and taken into consideration in its decision with respect to the provision of a free appropriate public education [§200.5(g)].

If parents intend to seek funding for the cost of the evaluation, they must adhere to following criteria:

- the parent must request a copy of the board policy prior to seeking an evaluation and reimbursement.
- the qualifications of the evaluator(s) shall be the same as the criteria which the district uses when it initiates an evaluation.
- psychologists must be licensed by the State of New York as clinical psychologists or certified as school psychologists. If certified as a school psychologist, the evaluator must conduct the evaluation in a school setting;
- other evaluators should be appropriately certified in the area of their specialty by the State Education Department, must have experience in the area of their specialty and must have experience with students of a similar age.
- the evaluation will take place in Suffolk County.

- the tests performed must be norm-referenced for individual evaluation appropriate for the age and educational level of the student, and measure the same cognitive, motor, and affective skills as district tests.
- the cost of an independent evaluation requested by a hearing officer shall be at district expense.
- reimbursement will not be in excess of the reasonable cost of such evaluation, less the portion of such costs paid through insurance or Medicaid payments. In the absence of unusual circumstances costs will be deemed reasonable and allowable in accordance with the following fee schedule:

Psychological Evaluation	\$ 800.00
Educational Evaluation	\$ 500.00
Speech/Language Evaluation	\$ 800.00
OT Evaluation	\$ 850.00
PT Evaluation	\$ 850.00
Psychiatric Evaluation	\$ 1,500.00
Neuropsychological Evaluation	\$ 4,000.00
Audiological Evaluation	\$ 550.00
Central Auditory Processing (CAP) Evaluation	\$ 2,000.00
Assistive Technology Evaluation	\$ 5,000.00
Reading Evaluations	\$ 2,000.00

EXTENDED SCHOOL YEAR (ESY) SERVICES

The Committee on Special Education or Committee on Preschool Special Education will determine whether a student requires extended school year special education services in order to prevent substantial regression. Substantial regression as defined by regulations would be indicated by a student's inability to maintain developmental levels due to a loss of skill, set of skill competencies or knowledge during the months of July and August. In accordance with Section 200.6 (k) of the Commissioner's Regulations, students will be considered for twelve-month (12) special services and/or programs to prevent substantial regression if they are:

- Students whose management needs are determined to be highly intensive and require a high degree of individualized attention and intervention and who are placed in special classes.
- Students with severe multiple disabilities, whose programs consist primarily of rehabilitation and treatment.
- Students who are recommended for home and hospital instruction whose special education needs are determined to be highly intensive and require a high degree of individualized attention and intervention or who have severe multiple disabilities and require primarily habilitation and treatment.
- Students whose needs are so severe that they can be met only in a seven-day (7) residential program; or

- Students receiving other special education services, who, because of their disabilities exhibit the need for a twelve-month (12) special service and/or program provided in a structured learning environment of up to twelve (12) months duration in order to prevent substantial regression.

Both quantitative and qualitative information will be reviewed by the Committee to substantiate the need for providing such services and programs. A student is eligible for a twelve-month (12) service or program when the period or review or re-teaching required to recoup the skill or knowledge level attained by the end of the prior school year is beyond the time ordinarily reserved for that purpose at the beginning of the school year. The typical period of review or re-teaching ranges between twenty (20) and forty (40) school days. As a guideline for the purpose of determining eligibility for an extended school year program, a review period of eight (8) weeks or more would indicate that substantial regression has occurred.

Parent consent is required for initial placement in a twelve (12) month program or service [§200.6(k)].

ACCESS TO ASSISTIVE TECHNOLOGY DEVICES AND SERVICES

The District is committed to ensuring that assistive technology devices and/or services are made available to a student with a disability, when appropriate, as part of the student's Individualized Education Program (IEP).

The IEP must describe any specialized equipment and adaptive devices needed for the student to benefit from instruction. IDEA requires each school district to ensure that assistive technology devices and assistive technology services, as follows:

Assistive technology devices mean any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability. This term does not include a medical device that is surgically implanted, or the replacement of such a device [§200.1(e)].

Assistive technology service means any service that directly assists a student with a disability in the selection, acquisition, or use of an assistive technology device. The term includes:

- The evaluation of the needs of a child with a disability, including a functional evaluation of the student in the student's customary environment.
- Purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by children with disabilities.
- Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices.
- Coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs.

- Training or technical assistance for a child with a disability, or if appropriate, that child's family; and
- Training or technical assistance for professionals (including individuals providing education or rehabilitation services), employers, or other individuals who provide services to employ, or are otherwise substantially involved in the major life functions of that student [§200.1(f)].

A student's need for assistive technology is determined through individual evaluation. The district's CSE/CPSE is responsible for this functional evaluation of the student. The need to conduct an assistive technology component of an evaluation must be considered for students on a case-by-case basis.

Since assistive technology services are provided as part of the student's special education instruction, related services and/or other supplementary aids and services, they must be provided by an appropriately licensed or certified individual in accordance with Section 200.6 of the Regulations of the Commissioner of Education.

EXEMPTION FROM FOREIGN LANGUAGE REQUIREMENT

Students who entered the ninth grade during the 2001/02 school year and thereafter, are required to complete one high school credit in a language other than English in order to earn the new Regents diploma. This requirement is established for all schools in the State by Section 100.2 (d) of the Regulations of the Commissioner of Education.

Students identified as having disabilities may be exempt from this requirement if their Individualized Education Program (IEP) indicates that such a requirement is inappropriate. Only those students whose disabilities specifically and severely impair receptive and/or expressive language skills or exhibits other behavioral or learning problems that would impact ability to benefit from foreign language instruction may be exempt from the foreign language requirements, as most students would benefit from exposure to a foreign language. The reasons for any exemption will be specified in the IEP.

At annual review for all students who are completing sixth, seventh, or eighth grade, the CSE will consider the student's area(s) of disability in relation to the following guidelines and a student may be exempt from a foreign language if they exhibit one or more of the following:

- functioning less than the 7th percentile or 1.5 standard deviations below the mean in the area of language and/or reading comprehension and/or writing skills
- hearing impairment of a significant degree
- significant speech impairment indicated by less than the 7th percentile or 1.5 standard deviations below the mean in two or more language areas.
- Overall Cognitive functioning that is 1.5 standard deviations below the mean.

If the CSE concludes the exemption is warranted, reasons will be provided in a statement accompanying the IEP.

TRANSITIONAL PLANNING SERVICES FOR STUDENTS WITH DISABILITIES

Definition:

“Transition Services” are defined in the IDEA and article 89 as a coordinated set of activities for a student with a disability, designed within a results-oriented process, that is focused on improving the academic and functional achievement of the student with a disability to facilitate the student’s movement from school to post-school activities including, but not limited to, post-secondary education, vocational education, integrated competitive employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities must be based upon the individual student’s needs, taking into account the student’s strengths, preferences and interests, and shall include needed activities in the areas of instruction, related services, community experiences, the development of employment and other post-school adult living objectives and, when appropriate, acquisition of daily living skills and functional vocational evaluation (20) U.S.C. (1401(a)(19)) [§200.4(ix)].

Individualized Transition Plans:

Transition Services planning for secondary students with disabilities is outcome oriented and looks toward adult life. Professionals, students and parents or other guardians work cooperatively to identify appropriate destination statements and to determine and implement plans for reaching these outcomes. The student’s interests and needs are kept foremost in the decision-making process.

For students aged fourteen (14) and older, the IEP must demonstrate the use of a coordinated set of activities as the means by which the student can achieve long-term adult outcomes. Beginning at age fourteen (14), the focus of activity is on instruction, such as courses of study such as participation in advanced placement courses or a vocational education program. At age fifteen (15) or older, the coordinated set of activities must address instruction, related services, community experiences and the development of employment or other post-school adult living objectives.

At all meetings for the purpose of discussing the need for transition services, the student will be invited. In addition, a representative of the agencies likely to provide or pay for transition services will be invited. Other knowledgeable school personnel, such as the administrator, psychologist, related service provider, and general education teacher, may be asked to participate in the process.

The coordinated set of activities are:

- **Instruction** – Education instruction that will be provided to the student to achieve the stated outcome(s), such as general and/or special education course instruction, occupational education, and advanced placement courses.
- **Related Services** – These are specific related services, as defined in Section 200.1 of the Regulations of the Commissioner of Education, such as rehabilitation counseling services, which will support the student in attaining the stated outcomes(s).
- **Employment and Other Post-School Adult Living Objectives** – Educational services that will be provided to the student to prepare for employment or other post-school activity. Post-school activities will determine what other skills of support will be necessary for the student to succeed

as independently as possible. Examples include participation in a work experience program, information about colleges in which the student has an interest and travel training.

- **Community Experiences** – Community-based experiences that will be offered, or community resources utilized as part of the student’s school program, whether utilized during school hours or after school hours, to achieve the stated outcome(s).
- **Activities of Daily Living Skills (ADL)** (if appropriate) – ADL skills, such as dressing, hygiene, self-care skills, and self-medication, necessary to be worked on to achieve the stated outcome(s).
- **Functional Vocational Assessment** (if appropriate) – If the vocational assessment has not provided enough information to make a vocational program decision, additional assessment activities can be performed to obtain more information about the student’s needs, preferences and interests [§200.1(fff)].

VOCATIONAL ASSESSMENT POLICY

Goal of the Vocational Assessment Process

The goal of the vocational assessment process is the successful transition of students to post-secondary education or employment. The process serves to help students, parents, and staff focus on long-term planning leading to realistic outcomes. The ultimate goal is for the school, the family and community agencies to work cooperatively to identify appropriate destination statements and to determine and implement plans for reaching these outcomes.

Vocational assessment is an ongoing process involving the systematic collection of information about a student’s vocational aptitudes, abilities, expressed interest and occupational awareness. Based on the age, abilities, interests and needs of each student, an appropriate vocational assessment may include:

- the review of existing school information
- the completion of informal interviews
- parent questionnaires
- one or more formal vocational evaluations
- job and student performance analysis made in real and/or simulated work settings.

Though the amount and type of information collected on each student may vary, it must be sufficient for the Committee on Special Education to make and substantiate appropriate occupational education programs decisions.

Level of Vocational Assessment

Vocational assessment is conducted for special education students starting at age twelve (12) and those referred to special education for the first time that are age twelve (12) or older.

Level I vocational assessment includes a structured collection of information and analysis of existing information about the student. This assessment involves the participation of the student, the student's parent(s) or guardian(s), a special education teacher, and the student's guidance counselor. Other appropriate professionals may also participate in this assessment.

Level II vocational assessment is more focused and involves administration of standardized tests, which look in further detail at interests, vocational skills, and specific aptitudes and abilities. This assessment builds upon information that was recorded in the Level I assessment. Specialized vocational evaluation instruments, such as a vocational interest inventory, vocational aptitude battery and selected work samples, may be introduced at this level.

Level III vocational assessment is a situational assessment conducted while a student is engaged in work related/vocational activities. This may require resources such as those available in a vocational rehabilitation facility, an occupational assessment center or in an actual work setting. This type of assessment is usually reserved for more multi-disabled students whose disabilities are very severe. In addition, Level III vocational assessments will be recommended by the Committee on Special Education.

In all cases, the assessments keep the student's unique interests, needs and desires in the forefront during the evaluation and decision-making process.

AGING OUT GUIDELINES FOR STUDENTS WITH SEVERE DISABILITIES

Students with disabilities are no longer eligible for a free appropriate public education once they reach the age of 21 or attain a high school diploma. The Miller Place Union Free School District has a mandated responsibility to implement an aging out process to transition students with severe disabilities from public education to adult services. Aging out procedures are in addition to the transition planning services previously discussed in this plan.

Aging out is specifically designed to meet the needs of students with severe disabilities who are educated in the district or out of district settings, including both in and out of State Residential Placements.

Although, the procedures for referral of students are not identical, there are certain common overriding steps:

- identification of students likely to need adult service based on criteria noted above.
- notification to parents or students
- obtaining consent to release information
- referral to agency(ies)
- submission of reports to the State Education Department [§200.4(i)].

OPPORTUNITIES TO EARN HIGH SCHOOL DIPLOMAS

It is the policy of the school district to encourage students with disabilities to pursue high school diplomas. Access must be provided to require courses, electives and tests as specified in Part 100 of the Regulations of the Commissioner. The Committee must consider the high school credentials the student will seek to attain: a Regent's or local high school diploma or Exiting Credentials. To ensure that students with disabilities are encouraged and assisted to achieve the credits and the skill levels necessary for attaining a diploma, the district adopts the following procedures:

- The Committee on Special Education (CSE) will annually review the special educational needs of each student with a disability. At each annual review after the student has entered the Middle School, the CSE will make an assessment as to whether or not the student's capabilities indicate probable success in a course to study leading to a Regents diploma, or whether his or her needs could be better met in an individualized education program designed to culminate in a High School Credential. Where appropriate, the student will participate in this decision-making process.
- The decision will be reviewed annually. The CSE will consider the following factors:
 - Current levels of achievement.
 - Learning rate.
 - Preference of student and family.
- The CSE will consider if the student requires testing accommodations to participate in state or district-wide assessments. This accommodation will be clearly stated on the student's IEP.
- The district will offer appropriate remedial instruction for all students.
- The CSE will identify and recommend support services and supplementary instruction necessary to assist students to benefit from credit courses.
- If the student's special educational needs require instruction in small classes from certified special education teachers, the IEP shall do so, and placement will be made in or outside the district in special education classes. In any such case, instruction in subjects granting credit toward graduation and a Regent's or local high school diploma will be provided in accordance with curriculum objectives and required levels of achievement determined by the special education teacher in consultation with a teacher certified in the subject being taught.

Prior receipt of a "Skills and Achievement Commencement Credential" does not preclude subsequent granting of a regular diploma if passing of appropriate assessments and necessary credits are achieved before the end of the school year in which a student reaches his/her twenty-first (21) birthday. In all cases in which a High School Credential is issued, parents will receive written notice that a student is entitled to receive a free, appropriate public education until the end of the school year in which he/she reaches his/her twenty-first (21) birthday or obtains a high school diploma, whichever shall occur first.

CRITERIA FOR ISSUANCE OF A SKILLS AND ACHIEVEMENT COMMENCEMENT CREDENTIAL FOR STUDENTS WITH SEVERE DISABILITIES

The Board of Education and district staff shall comply with all federal and state requirements concerning the education of students with disabilities.

The district subscribes to the concept that all students must be provided with quality instruction and opportunities for academic achievement. In accordance with this, it is expected that students with disabilities will be guided towards a course of study which will lead to the achievement of a high school diploma. It is recognized, however, that the achievement of this standard may be precluded for some students due to the nature or severity of their disability. The awarding of an IEP diploma is authorized for such students under the following conditions:

- Only students with severe disabilities that are assessed using the NYS Alternate Assessment (NYSAA) are eligible for this credential.
- The Credential shall/may be awarded any time after such student has attended school for not less than 12 years, excluding kindergarten or at the end of the school year in which the student reaches age twenty-one (21) provided that the educational goals in the student's current IEP have been achieved.
- The Credential must be similar in form to the diploma issued by the school district or nonpublic school, except that there shall appear on the Credential a clear annotation to indicate the Credential is based on achievement of alternate academic achievement standards.
- The Credential would not be considered a regular high school diploma in accordance with State Standards or for federal accountability purposes.
- The Credential must be issued together with a summary of the student's academic achievement and functional performance (Student Exit Summary) and must include documentation of the student's achievement against the Career Development and Occupational Studies (CDOS) learning standards, levels of academic achievement and independence as measured by NYSAA; skills, strengths, interests; and as appropriate, other achievements and accomplishments.
- For students less than 21 years old, the Credential must be provided with a written assurance that the student continues to be eligible to attend the public school of the school district in which the student resides without payment of tuition, until the student has earned a regular high school diploma or until the end of the school year in which the student turns age 21, whichever occurs first.

In-District Observation of Placement

Miller Place union Free School District will give the parent of a disabled child the opportunity to visit an In-district new placement based on a CSE/CPSE recommendation using the following guidelines:

- The CSE/CPSE recommended or is considering a change of placement for the student.

- The class profile has already been discussed by the parent along with the other members of the CSE/CPSE team.
- The District will allow the parent access to the school building of the new placement at a mutually agreeable date and time.
- The District will allow the parent to view the classroom without students being present.
- The District will make the staff available to answer parent questions.

SECTION 5 - PROCEDURAL **SAFEGUARDS**

DUE PROCESS

A mandatory Procedural Safeguard Notice has been provided to school districts by the New York State Education Department.

The Procedural Safeguards Notice must be provided to parents upon:

- Initial referral of the child evaluation.
- Each notice of an individual education program (IEP) meeting
- Reevaluation of the child
- Request for an impartial due process hearing.
- A decision to suspend or move a child for discipline would result in a disciplinary change of placement.
- Whenever the parent requests a copy

Informed Consent (CSE and CPSE)

“Consent” Means:

- The parent has been fully informed, in his or her native language or other mode of communication of all information relevant to the activity for which consent is sought, and has been notified of the records of the student which will be released and to whom they will be released.
- The parent understands and agrees in writing to the activity for which consent is sought; and
- The parent is made aware that the consent is voluntary on the part of the parent and may be revoked at any time except that, if a parent revokes consent, that revocation is not retroactive (i.e., it does not negate an action that has occurred after the consent was given and before the consent was revoked).

Written Parental Consent is Required Prior To:

Initial Evaluation - Upon receipt of a referral to the CSE/CPSE of a student who is suspected of having a disability, parental consent for evaluation is required. The parent is contacted by a representative of the CSE/CPSE regarding the referral. The reason for the referral and the evaluation process are explained. The parent is also provided with copy due process rights, information describing the components of a comprehensive evaluation and **A Parent’s Guide to Special Education**. Translations are provided to the parents as needed. If the parent does not consent, the parent is invited to an informal conference to discuss the evaluation process. Outreach efforts are made, when necessary, to ensure the parent has received and understands the request for consent. If the parent of a preschool child does not provide consent for initial evaluation, no further action will be taken by the CPSE until such consent is obtained. If the parent of a school-age child does not provide consent for an initial evaluation within 30 days of the dated receipt of the referral the chairperson will document attempts to obtain parental consent and will request that the Board of Education initiate an impartial hearing.

SURROGATE PARENTS

“Surrogate Parent” means a person appointed to act in place of parents or guardians when a student’s parents or guardians are not known, or when after reasonable efforts, the Board of Education cannot

discover the whereabouts of a parent, the student is an unaccompanied homeless youth, the student is a ward of the State, or the rights of the parent to make educational decisions have been subrogated by a judge in accordance with State law. The Board of Education shall select a surrogate parent from a list of individuals who are eligible and willing to serve as surrogate parents. The list is approved at the annual reorganization meeting of the Board.

Qualifications:

Persons selected as surrogate parents cannot be officers, employees or agents of the school district or State Education Department or other agency involved in the education or care of the student. To the extent possible, an effort is made to appoint surrogate parents who:

- 1) have no other interest which could conflict with their primary allegiance to the student they would represent.
- 2) are committed to acquaint themselves personally and thoroughly with the student and the student's educational needs.
- 3) are of the same racial, cultural, and linguistic background as the student they seek to represent; and
- 4) are generally familiar with the educational options available to children with disabilities.

Procedures for Assigning Surrogates:

Assignment of a surrogate parent to a particular student shall be made in accordance with the following procedures:

- 1) Any person whose work involves education or treatment of students, who knows of a student who may need special education services, and who knows that the parents or guardians are not known or are unavailable, or that the student is a ward of the State, may file a request for assignment of a surrogate parent, with the Committee on Special Education.
- 2) The Committee on Special Education shall send notice of the possible need for a surrogate parent to the adult in charge of the student's place of residence and to the parents or guardians at their last known address.
- 3) The Committee on Special Education shall determine whether the parents or guardians are unknown or unavailable, or whether the student is a ward of the state. Where the student is known to the district to be a ward of the State, reasonable efforts to discover the whereabouts of the parent shall include consultation with the local social service agency responsible for the care of the student. The determination of the need for a surrogate parent shall be complete within a reasonable time following the receipt of a referral for an initial evaluation, reevaluation, or services. If the CSE finds there is need for a surrogate parent, one who meets the qualifications identified above shall be selected from the list approved by the Board of Education within 10 business days of the date of the determination by the CSE of the need for the surrogate parent.

- 4) Once assigned, the surrogate parent shall represent the student for as long as a surrogate parent is required.
- 5) The foster parent of the student, who otherwise meets the qualifications, may be appointed as the surrogate parent of the student without being appointed from a list approved by the Board of Education.
- 6) The surrogate parent alternatively may be appointed by the judge overseeing the child's case, provided that the surrogate parent meets the requirement above. The individual appointed by the judge need not be appointed from a list approved by the Board of Education.

Initial Provision of a Twelve (12) Month Program or Service – The procedures detailed above apply.

Reevaluation – Parental consent will be requested prior to conducting a reevaluation of the student with a disability; however, the district may proceed with the reevaluation if the parent guardian does not respond, and reasonable measures have been taken to obtain such consent.

Reasonable measures are interpreted as:

- A written notice is sent to the parent requesting consent for the reevaluation.
- At least one additional attempt is made to notify the parents; this may mean an additional written notice or a telephone call.

Withdrawal of Referral – Parental consent will be requested if a parent decides to withdraw a referral for special education.

Requests for Records/Other Communications with Non-District Personnel

Parent consent is requested for the following:

- release of CSE records to another agency/individual.
- request for copies of reports/evaluations from another agency/individual.
- request for verbal communications with another agency/individual.
- see section on **Special Education Records: Access and Accessibility** for further information in this regard.

Parental consent is not required before reviewing existing data as part of an evaluation or a reevaluation or administering a test or other evaluation that is administered to all students unless, before administration of that test or evaluation, consent is required of parents of all students.

SPECIAL EDUCATION MEDIATION

Special Education Mediation is a process in which the parents of a student with a disability and representative of the school district meet with an independent person, a mediator, to resolve disputes involving any matter for which an impartial due process hearing may be brought. By asking questions and discussing all information with both parties, the mediator helps the parents and school district representatives to reach a more complete understanding of each other's concerns and to reach an agreement about the special education programs and services that the student will receive. **Mediation can only be initiated upon a written request of a parent or guardian.** The mediation process is voluntary and may not be used to deny or delay a parent's rights to an impartial hearing. The mediators are qualified, impartial, have been trained in effective mediation techniques and are knowledgeable in laws and regulations relating to the provision of special education services. A mediator may not have a personal or professional interest which would conflict with his or her objectivity in the mediation process and may not be an employee of a school district or program serving students with disabilities. The mediation session will be scheduled in a timely manner and held in a location convenient to the parties. **Mediation occurs at no cost to either the parents or the school district.**

If a parent disagrees with the decision of the Committee regarding their student's program of services, they have the option to participate in mediation. Choosing to participate in mediation does not limit other alternatives, such as requesting a meeting with the Committee or requesting an impartial hearing. Unlike an impartial hearing, at the end of which the impartial hearing officer makes a decision about the kinds of special education programs and services the student will receive, the mediator does not make a decision. In the case that a resolution to resolve the complaint through the mediation process is reached, the parents and school district representative will execute a legally binding written agreement that details the resolution and states that all discussion that occurred during the mediation process shall be confidential and may not be used as evidence in any subsequent due process hearings or civil proceedings. The agreement will be signed by both the parent and representative of the school district who has the authority to bind the school district. The agreement is enforceable in any State or district court.

If the written agreement reached by the parties in mediation is inconsistent with the student's IEP, then the student's IEP must be immediately amended to be consistent with the mediation agreement.

Special education mediation will be conducted by the Community Dispute Resolution Center (CDRC) in Suffolk County. Each center is staffed by a number of highly qualified mediators who are not employed by the school district and who are not selected to be mediators by the school district [§200.5(h)].

RESOLUTION SESSION

Prior to an impartial due process hearing, the school district shall, within 15 days of receiving the due process complaint notice from the parent, convene a meeting where the parents of the student discuss their complaint and the facts that form the basis of their complaint, and the school district has the opportunity to resolve the complaint. The participants of the meeting shall include the parents and relevant members of the CSE who have specific knowledge of the decision-making authority on behalf of the school district. This meeting may not include the attorney of the school district unless the parent is

accompanied by an attorney. The parent and school district may agree to use alternative means of meeting participation, such as video conferences and conference calls.

The parent and the school district may agree in writing to waive the resolution session or agree to use the mediation process to resolve the dispute. If the parent and district reach an agreement to resolve the complaint at a resolution session, a legally binding agreement shall be signed by both the parent and a representative of the district who has the authority to bind the school district. This agreement shall be enforceable in any State or district court of the United States. Either the parent or school district may void the agreement within three business days of the agreement's execution.

If the school district has not resolved the complaint to the satisfaction of the parents within 30 days of the receipt of the due process complaint notice, the impartial due process hearing may occur and all the applicable timelines for an impartial due process hearing shall commence[§200.5(j)(2)] .

APPOINTMENT OF IMPARTIAL HEARING OFFICERS

The Board of Education annually establishes and maintains a list of names and qualifications of Impartial Hearing Officers available to serve in the school district from whom the district shall choose an impartial hearing officer.

A certified impartial hearing officer shall:

- Beginning September 1, 2001, be a New York State attorney in good standing with a minimum of two years' practice and/or experience in the areas of education, special education, disability rights or civil rights; or be independent and not an officer, employee or agent of the school district or of the Board of Cooperative Educational Services (BOCES) of which the school district is a component or an employee of the State Education Department.
- Continue to remain qualified as an IHO if the individual was certified as an IHP prior to September 2001.
- Not have been employed by a school district, school or program serving students with disabilities placed there by a school district CSE or an officer, employee or agent of a school district for two years following the termination of such employment.
- Have access to the support and equipment necessary to perform the duties of an IHO; and
- Successfully completed a State Education Department training program [§200.5(3)(i)].

APPOINTMENT

The updated list of certified IHOs for this county promulgated by the New York State Education will be used in connection with all requests for impartial due process hearings. The list shall include the names of those certified IHOs who appear on the state list for the County of Suffolk or who have indicated their interest in serving in such a capacity in the Miller Place Union Free School District.

Upon receipt of a complete due process complaint notice, the rotational selection process for the IHO shall be initiated immediately and always within two days after receipt of such request. Should an IHO decline appointment or if within 24 hours the IHO fails to respond or is unreachable after reasonable attempts by the District Clerk or designee, such district representative shall then proceed through the list to determine availability of the next successive IHO.

The impartial hearing officer may not accept the appointment unless he or she is available to make a determination of sufficiency of a due process complaint notice within five (5) days of receiving such a request, unless an extension is granted, and to initiate the hearing within the first 14 days after

The date upon which the impartial hearing officer receives the parties' written waiver of the resolution session; or

The date upon which the impartial hearing officer receives the parties' written confirmation that a resolution session was held but no agreement could be reached; or

The expiration of the 30-day period begins with the receipt of the due process complaint notice, whichever occurs first.

The District Clerk or designee shall then proceed through the list to determine availability of the next successive IHO.

Upon identifying the next IHO on the list who is available to serve, the Board of Education President, shall appoint such person to serve as the IHO.

Records relating to the IHO process including, but not limited to, the request for availability, initiation and completion of such impartial due process hearing will be maintained by the district and such information will be reported to the Office of Vocational and Educational Services for Individuals with Disabilities of SED as required by the Commissioner's Regulations[§200.5(3)(ii)] .

Procedures

1. The selection of an impartial hearing officer must be made from a list of all hearing officers who are certified, pursuant to the Regulations of the Commissioner 200.1 (X) and available to serve in the school district.
2. The list must be established and maintained in alphabetical order with new appointees being inserted into the alphabetical order of the list.
3. Selection must be made on a rotational basis, beginning with the first name after the hearing officer who last served. If no hearing officer on the list has served, selection must be made beginning with the first name on the list.
4. If a hearing officer declines appointment or if within 24 hours, the Impartial Hearing Officer fails to respond or is unreachable after reasonable efforts by the school district, each successive impartial hearing officer whose name next appears on the list shall be offered appointment, until such appointment is accepted. These attempts will be documented [§200.5].

COMPENSATION

The District shall compensate an impartial hearing officer for his or her services at the maximum rate established for such a purpose by the Director of the Division of the Budget. Currently, this rate is \$100.00 per hour for pre-hearing, hearing, and post-hearing activities. There is no maximum per diem number of hours for which an IHO can be compensated. Pre-hearing activities include scheduling the time and location of the hearing, conducting pre-hearing conferences, arranging for witnesses and subpoenas, and writing letters to the parties involved in the hearing. Hearing activities include the hearing, participating in settlement discussions and arranging for subsequent hearing dates. Post-hearing activities include researching material pertinent to the issues raised at the hearing, reviewing the hearing records, exhibits, memoranda of law and writing the decision. In addition, impartial hearing officers may be reimbursed for reasonable, actual and necessary expenses for automobile travel, meals and overnight lodging in accordance with the current district reimbursement rate set for employees. Mailing costs associated with the hearing will also be reimbursed.

Impartial hearing officers will be reimbursed for automobile travel in accordance with the current Internal Revenue Code mileage rate. If the travel distance from the home/office of the impartial hearing officer is more than 200 miles from the hearing location, the impartial hearing officer may be reimbursed for air travel using commercial airline carrier where tickets are purchased at the economy rate for round trip tickets. Prior to confirming purchase of airline tickets, the impartial hearing officer must inform the district of his/her wish to travel by airline.

The district shall not be responsible for the impartial hearing officer's fee due to a late cancellation unless said cancellation is made by the district less than one (1) calendar week from the date the impartial hearing officer is scheduled to serve.

The district shall annually notify each impartial hearing officer certified to serve in the district of this policy and of the current rates set by the district for travel reimbursement, overnight lodging, meal expenses and mailing costs.

For further information concerning the impartial hearing process, refer to the “**NEW YORK STATE EDUCATION DEPARTMENT PROCEDURAL SAFEGUARDS NOTICE**” [§200.5].

GUARDIAN AD LITEM

In the event the impartial hearing officer determines that the interests of the parent are opposed to or inconsistent with those of the student, or that for any other reason the interests of a student would best be protected by appointment of a **guardian ad litem**, the impartial hearing officer shall appoint **guardian ad litem**, to protect the interests of the student unless a surrogate parent has previously been assigned. The impartial hearing officer shall ensure that the procedural due process rights afforded to the student's parent are preserved throughout the hearing whenever a **guardian ad litem** is appointed.

A **guardian ad litem** is defined as a person who is familiar with the provision of the Part 200 Regulations and is appointed from the list of surrogate parents maintained by the District or may be a pro-bono attorney appointed to represent the interests of the student during the proceedings of an impartial hearing and, where appropriate, to join in an appeal to the State Review Officer initiated by the

parent or Board of Education. A **guardian ad litem** shall have the right to fully participate in the impartial hearing to the extent indicated in the Regulations [§200.5].

A copy of the New York State Procedural Safeguards can be obtained at:

<http://www.p12.nysed.gov/specialed/publications/psgn1211.htm>

A copy of the New York State Procedural Safeguard can also be obtained at the Miller Place Central Administrative Building located at 7 Memorial Drive, Miller Place, New York 11764.

SECTION 6 - RECORDS ACCESS AND **CONFIDENTIALITY**

SPECIAL EDUCATION RECORDS: ACCESS AND CONFIDENTIALITY

Notice of Rights Concerning Student Records

The following is an explanation of the rights of parents/guardians concerning school records relating to their student pursuant to the Federal “Family Educational Rights and Privacy Act of 1974”.

- Parents of a student under 18 years of age, or a student 18 or older, have a right to inspect and review any and all official records, files and data directly related to their student, including all material that is incorporated into each student’s cumulative record folder, and intended for school use or to be available to parties outside the school or school system and specifically including, but not necessarily limited to, identifying data, academic work completed, level of achievement (grades standardized achievement test scores), attendance data, score on standardized intelligence, aptitude, and psychological tests, interest inventory results, health data, family background information, teacher or counselor ratings and observations, and verified reports of serious recurrent behavior patterns.
- A parent of a student under 18 years of age, or a student 18 or older, shall make a request for access to a student’s (their own) school records, in writing, to the elementary principal of the building to which such student is assigned or the guidance counselor in the secondary school. Upon receipt of such request, arrangements shall be made to provide access to such records within a reasonable period of time, but in no case, no more than forty-five (45) days after the request has been received.
- Such parents and students are also entitled to an opportunity for a hearing to challenge the content of such records, to ensure that they are not inaccurate, misleading, or otherwise in violation of the privacy or other rights of students, and to provide an opportunity for the correction or deletion of any such inaccurate, misleading, or otherwise inappropriate data contained therein. Any questions concerning the procedure to be followed in requesting such a hearing should be directed to the Superintendent of Schools.
- Student records and any material contained therein which is personally identifiable, are confidential and may not be released or made available to persons other than parents or students without the written consent of such parents or students. There are a number of exceptions to this rule, such as other school employees and officials and certain State and Federal officials who have a legitimate educational need for access to such records in the course of their employment.
- The district shall maintain directory information regarding its students. Directory information consists of personal information about individual students and includes the student’s name, address, telephone listing, date and place of birth, major field of study, dates of attendance, degrees and awards received at previous educational institutions attended. Directory information shall be disclosed for limited purposes and to a limited number of district-related groups, committees, associations, and organizations.

- At the beginning of each school year this policy remains in effect. The district shall notify parents, guardians, and students eighteen years old and older (“eligible students”), either by direct mail or by other district-wide publication, or both, of those categories of information that constitute directory information. Thereafter, parents, guardians or eligible students shall have a reasonable period of time in which to inform the district that any or all of the information designated as directory information may not be released without the individual’s consent. Any objection to such disclosure of directory information, and any request to be excluded from the list of directory information to be disclosed, shall be submitted in writing to the Superintendent of Schools, no later than three weeks after the mailing of notice of parents, guardians, or eligible students, or notice in a district-wide publication.

Student Records Regulations

Definitions

Terms which are defined in Federal or State law which are used in this statement are explained below:

Student: any person who has received educational services or instruction within the district. This includes students who receive preschool services from the Miller Place Union Free School District.

Eligible Student: a student or former student who has reached the age of eighteen or who is attending an institution of post-secondary school education unless the parent has legal guardianship of the student. An “eligible student” (not his/her parent) has full access to his/her own records and is the only person who is authorized to consent to the release of such records. Such student may expressly authorize a parent or guardian to exercise access and release rights on his/her behalf, but such authorization must be in writing, and must be signed by the student in the presence of a third party.

Parent: either parent, unless his/her right to access to school records has been specifically revoked by court order or a legally binding document, and the district has received notice of such court order or document. The term “parent” also includes a guardian who has been appointed by a court or who had demonstrated, to the satisfaction of the principal, that he or she is the actual and only person responsible for the child and for making decisions on the student’s behalf.

Non-custodial parents have the same rights concerning access to their student’s educational records as do parents who have custody. Boards may use the 45-day period to inform the custodial parent and afford him or her the opportunity to present a court order or other binding instrument barring the release of the data requested.

Education Record: a record which is maintained within the school district which relates to the preschool, elementary, or secondary school education of a student within the district and which is accessible to more than one educator or other professional within the school district.

Personally Identifiable: information that includes the name or address of the student, the student’s parent, or other family member, a personal identification such as the student’s social security or student identification number or a list of personal characteristics or other information that would make it possible to identify the student with reasonable certainty.

Records Kept In the District, Their Location And Custodian

Student Cumulative Records: The student cumulative record is initiated upon the student's entry into school and follows the student through his/her school career. By the time the student completes secondary school the record will include the following kinds of information: personal identification data; attendance records; health history; end-of-the-year development suggestions; academic history including subjects and teachers by semester and year; units of study; summer school credits; subjects and grades failed and subjects dropped; secondary school subject sequences; type of diploma and date of graduation; report cards; standardized transcript; correspondence which is pertinent to the educational development of the student; records of suspensions or other disciplinary matter; and honors and awards.

INSPECTION OF SCHOOL DISTRICT RECORDS

- 1) Parents(s), guardians(s) and eligible students may inspect and review the student's official records, files and data directly related to the student upon compliance with the following conditions:
 - The parent or eligible student should submit to the student's school principal in the elementary schools or guidance counselor in the secondary schools a written request to see the student's file. If a student's records are maintained in several locations, the school principal will, upon request, collect the records, as described below. Such a review will be scheduled promptly after receipt of the written request for access and in no case take place more than forty-five (45) days from the date of that receipt. For records containing information on more than one student, parent/student access is limited to only the information which pertains to their child.
 - Records in the custody of the Department of Special Education may be obtained upon request to the Executive Director for Educational Services. Appointments for review of special education records will be made at the mutual convenience of staff, parent, or eligible student.
 - Upon request, a records review will be arranged prior to any Committee on Special Education or Committee on Preschool Special Education meeting or any discussion regarding an Individualized Education Program.
- 2) Any person denied access to a record, within thirty (30) days from receipt of notice of such denial, may appeal the denial in writing, to the Superintendent Schools or a designee. It may be appealed in a proceeding pursuant to Article 78 of the Civil Practice Law and Rules.
- 3) Appropriate school district personnel will be present during record inspection to interpret and explain records during the school year. Records may be inspected between 9:00 a.m. and 3:00 p.m. Copies of documents will be made available at a cost of \$.25 per page. Parents may be accompanied by any person in reviewing or may have an appropriately authorized representative inspect and review only the information relating to their child.

Transmittal of Records

To facilitate the transition for a student, the new school district in which the student enrolls will take reasonable steps to promptly obtain the student's records, including the IEP and supporting documents and any other records relating to the provision of special education services to the student, from the previous school in which the student was enrolled. The previous school in which the student was enrolled will take reasonable steps to promptly respond to this request from the new school.

Release of Student Records to Third Parties

- 1) **Release with Consent** – Except under certain limited circumstances set forth in this policy and permitted by the Family Educational Rights and Privacy Act (FERPA), education records will be released to third parties only with the prior written consent of the parent or eligible student.
- 2) **Release without Consent** – Records may be released without consent only under the following circumstances:
 - a) “Directory Information” may be disclosed, where appropriate without consent.
 - b) Educational records concerning a particular student may be released only to staff members who have responsibility for the student, and then only if it is educationally necessary to consult the records.
 - c) Records in the custody of the Department of Special Education may be released to school officials and members of the Committee on Special Education or Committee on Preschool Special Education only for purposes of the identification of a student's disability and development of an individualized education program.
 - d) Portions of the cumulative record or current evaluations and IEP from special education records may be released without consent to another school under the circumstances indicated below:
 - If the principal of the school maintaining the record has received written notification of the student's intent or attempt to enroll there, or
 - If the Committee on Special Education has recommended placement in such a school.

Records disclosed pursuant to this provision without express written consent will be only those deemed by the Executive Director of Educational Services to be essential for the provision of educational services or educational planning. The district will notify parents of eligible students prior to transfer of records. They may request and receive copies of records transferred under this provision. Transcripts will not identify courses as “special education” courses without the written consent of parent or eligible students.

- e) Records may be released without consent of federal and state officials in connection with evaluation of federally supported education programs or enforcement of federal requirements. Persons reviewing records under this provision must sign a written form, to be kept in the student's folder, indicating their interest in the records.
- f) With the approval of the Superintendent of Schools, records may be released without consent to organizations, public and private, conducting studies for or on behalf of educational agencies for institutions. The district shall require recipients of such information to provide written assurances that personally identifiable information will not be further released and that all the information received will be destroyed when no longer needed for the study.
- g) Records may be released without the consent to accrediting organizations to carry out their accrediting functions.
- h) Records may be released without consent to comply with judicial orders or lawfully issued subpoenas. A subpoena will be considered to be "lawfully issued" when it is issued by a court, or when counsel to the school has reviewed it and found it to be "lawfully issued". Before making such a disclosure, the district must send written notice to the parent or eligible student.
- i) Records may be released without consent in health or safety emergencies, if such disclosure is deemed by the official making the disclosure to be warranted by the seriousness of the threat to the health or safety of the student or other persons and if the information is necessary to meet the emergency. Such records will be released without written consent only in the event that the person to whom the information is disclosed, is qualified to deal with the emergency and time is an important factor in dealing with the emergency.

Records of Request for Access to Education Records

The current special education staff and administration have the right to continuous access to the special education student files. In addition, for all others, the district will maintain a record of all requests for disclosure of information from, or permission for access to, a student's special or general education record and will keep a record of all information disclosed and access permitted. Such a record will not include request for access by the parents who have responsibility for the student, the student, persons whose request is accompanied by prior written consent or a party seeking Directory Information. The access record will be kept with the cumulative record, or, in the case of records pertaining to special education with those records. It will be available only to the records custodian, the eligible student, the parent of the student or to public officials for the purpose of auditing or enforcing the requirement of federally supported educational programs. The record will include:

- the name of the person or agency that made the request, the interest the person or agency had in the information, the date of the request,
- whether the request was granted and if so, the date access was permitted,

Such a record will be maintained as long as the student's education record is maintained.

Procedure for Maintaining Confidentiality of CSE/CPSE Records

Student records and files are kept in locked files in an office that is also locked when left unattended.

The CSE/CPSE secretaries monitor access to student files. They acknowledge and are familiar with all staff that have access. Professionals visit the CSE/CPSE office when they need access to a file. The CSE/CPSE secretary obtains the file and the professional proceeds to a designated area where a review can take place. When the professional review is complete, the file is returned to the CSE/CPSE secretary.

Only professionals who are working with the student and parents who are members of the CSE are allowed access to the records. Specified support staff are also allowed access to student files in order to complete tasks such as filing, sending and receiving records. The student's original record is **not** allowed out of the office at any time.

Procedures to Seek to Correct Education Records

Parents and eligible students have a right to seek a change to any part of a student's record which they believe to be inaccurate, misleading, or in violation of the student's rights.

- 1) The parent or student shall notify the principal or Executive Director of Educational Services. Services of objections and shall prepare and sign a statement in violation of rights together with a reason for challenge. Upon receipt of such a statement, the principal or Executive Director will hold an informal conference with the parent or student and, when possible, with the maker of the record. If after reviewing the record and objections to it, the principal or Executive Director of Educational Services. finds no basis for amendment, he or she shall so advise the student or parent in writing and advise them of the right to a hearing.
- 2) The principal or Executive Director of Educational Services will also advise the student or parent of the right to place in the education record a statement on the challenged information and/or setting forth any reason for disagreeing with this decision. An explanation placed in an education record under this paragraph shall be maintained by the district as part of the education record as long as the record is maintained by the district. It will be released by the district with the education record whenever such release is authorized by the provisions of this policy.
- 3) An appeal from a hearing concerning the educational records of a regular educational student may be made to the FERPA Office of the U.S. Department of Education.

SECTION 7 - DISCIPLINE

SCHOOL CONDUCT AND DISCIPLINE

In accordance with Subpart 100.2 of the Regulations of the Commissioner of Education, the Miller Place School District has adopted and implemented a written policy on school conduct and discipline designed to promote responsible student behavior. A copy of the policy is on file in each school building and is available for review by any resident of the district.

Students with disabilities who are educated in the schools of the district are generally expected to meet district standards for school conduct and are subject to district-wide policy. However, when a student with a disability repeatedly violates school rules, the student will be reevaluated by the Committee on Special Education to determine whether the inappropriate conduct is related to the disability and whether a change in services or placement is appropriate. When the conduct is related to the disability students with disabilities will be treated in accordance with their individual educational needs.

Disciplinary change in placement means a suspension or removal from a student's current education placement that is either:

- 1) For more than ten (10) consecutive school days; or
- 2) For a period of ten (10) consecutive days or less if the student is subjected to a series of suspensions or removals that constitute a pattern because they cumulate to more than 10 school days in a school year and because of such factors as the length of each suspension or removal, the total amount of time the student is removed and the proximity of the suspensions or removals to one another.

Authority of School Personnel – School personnel may change the placement of a student with a disability to the extent that such alternatives would be applied to students without disabilities:

- 1) To an appropriate interim alternative educational setting, or suspension, for not more than ten (10) consecutive school days; and
- 2) To an appropriate interim alternative education setting (IAES) for not more than 45 days if the child brings a weapon or knowingly possesses/uses, sells, or solicits illegal drugs while at school or a school function, or has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the educational agency.

The Superintendent of Schools may order a change in a placement of a student with a disability to an Alternative Education Setting (AES) directly or upon recommendation of a hearing officer even when the Manifestation Team determines that the student's behavior is a manifestation of the student's disability. The setting shall be determined by the CSE.

School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a student with a disability who violates a code of student conduct.

When a student with a disability is suspended or removed from his or her current placement for more than 10 consecutive school days or when a suspension or removal constitutes a disciplinary change of placement and the student's conduct is a manifestation of the student's disability, the Committee on Special Education shall:

- conduct a functional behavioral assessment and implement a behavioral intervention plan, provided that the school district had not conducted such assessment prior to the manifestation determination before the behavior that resulted in the change of placement, or
- if the student already has a behavioral intervention plan, the CSE shall meet to review the plan and its implementation and modify the plan and its implementation, as necessary to address the behavior that resulted in the change of placement.

SUPERINTENDENT'S HEARING ON DISCIPLINARY CHARGES AGAINST STUDENTS WITH DISABILITIES

Superintendent's hearings on disciplinary charges against students with disabilities and students presumed to have a disability for discipline purposes shall be bifurcated into a guilt phase and a penalty phase and conducted in accordance with the following procedures:

- 1) The Superintendent of Schools or hearing officer in the superintendent's hearing shall proceed with the guilt phase and determine whether the student is guilty of the alleged misconduct. If it is determined that the student is guilty, the Superintendent of Schools or hearing officer shall determine whether a suspension or removal in excess of 10 consecutive school days in a school year or a disciplinary change in placement should be considered. If such a suspension or removal is considered, before the superintendent orders or the hearing officer recommends any such removal, the superintendent's hearing shall be adjourned until a manifestation determination is made by the Manifestation Team, except in cases where IAES has been ordered. If the superintendent or hearing officer determines that a suspension or removal that would constitute a disciplinary change in placement should not be considered, the hearing shall proceed to the penalty phase.
- 2) Upon a determination by the Manifestation Team that the behavior of a student with a disability was not a manifestation of the student's disability, the student may be disciplined in the same manner as a student without a disability, except that the student shall continue to receive services. Upon receipt of notice of the determination, the superintendent or hearing officer shall proceed with the penalty phase of the hearing. If the Manifestation Team determines that the behavior was a manifestation of the student's disability, the superintendent or hearing officer shall dismiss the superintendent's hearing, except in cases when IAES has been ordered.
- 3) For the penalty phase, the school district will transmit copies of the special education and disciplinary records to the superintendent or hearing officer for consideration.

Manifestation Determination Review – If a disciplinary action involving a change in placement for more than 10 school days is contemplated for a student with a disability who has engaged in any behavior that violated any rule or code of conduct of the district that applies to all children, a review of

the relationship between the student's disability and the behavior subject to disciplinary action to determine if the conduct is a manifestation of the disability must be made immediately, if possible, but in no case later than 10 school days after the date on which the decision to take disciplinary action was made. This review will take place by a manifestation team in a meeting, which shall include a representative of the school district knowledgeable about the student and the interpretation of information about child behavior, the parents, and relevant members of the CSE as determined by the parent and the school district. The parent must receive written notification prior to any manifestation team meeting to ensure that the parent has an opportunity to attend. The notification shall inform the parent of the purpose of the meeting, the names of the individuals expected to attend and inform the parent of his or her right to have relevant members of the CSE participate at the parent's request.

The manifestation team shall review all relevant information in the student's file including the student's IEP, any teacher observations, and any relevant information provided by the parents to determine if:

- the conduct in question was caused by or had a direct and substantial relationship to the student's disability; or
- the conduct in question was the direct result of the school district's failure to implement the IEP.

If the manifestation team determines that the above criteria are applicable to the student, the behavior shall be considered a manifestation of the student's disability. If the manifestation team determines that the conduct was a manifestation of the student's disability, the CSE shall:

- conduct a functional behavioral assessment and implement a behavioral intervention plan for the student; and
- return the student to the placement from which he or she was removed unless the parent and the school district agree to a change of placement as part of the modification of the behavior intervention plan.

A special education student may be suspended by a building principal more than once during a school year, but a series of short-term suspensions adding up to ten (10) days in the same school year may be considered a change in placement, requiring prior evaluation and CSE review. Therefore, building principals, in consultation with the chairperson of the CSE, will monitor the total days and pattern of suspensions with respect to each special education student.

If a student has already been suspended on multiple occasions, or if his/her behavior suggests that a "revolving door" pattern of suspensions is developing, the principal is expected to consult with the CSE before again suspending a student for disciplinary reasons.

In addition, if a special education student repeatedly violates school rules, any member of the professional staff of a school may ask the CSE to review the student's placement. The parents are invited to the meeting. The Committee, after reevaluation or review of records, may determine that the student requires a different program, within or outside the district. The CSE may develop a behavioral intervention plan at that time or review the existing plan and its implementation to determine if

modifications are necessary. The parent has the right to seek an independent evaluation or to appeal. The student's class setting will not be changed during the course of the review or appeal procedures.

Determination of Setting – Students with disabilities who have been suspended or removed from their current placement for more than 10 school days may be placed in an interim alternative educational setting (IAES). The IAES shall be an educational setting other than the student's current placement at the time the behavior precipitating the IAES placement occurred. A student placed in an IAES shall: (1) continue to receive educational services so as to enable the student to participate in the general education curriculum, although in another setting, and to progress toward the goals set out in the student's IEP; and (2) receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.

Parent Notice of Disciplinary Removal – No later than the date on which a decision is made to change the placement of a student with a disability to an IAES, or a decision is to impose a suspension or removal that constitutes a disciplinary change in placement, the parent shall be notified of the decision and shall be provided the procedural safeguards notice.

Parent Appeal – If the parent disagrees with a determination that the student's behavior was not a manifestation of the student's disability or with any decision regarding placement, the parent may request a hearing. The district shall arrange for an expedited hearing in any case described in this section when requested by a parent.

In reviewing a decision with respect to the manifestation determination, the hearing officer shall determine whether the public agency has demonstrated that the student's behavior was not a manifestation of such student's disability consistent with the requirements for a manifestation determination review. In reviewing to place a student in an IAES, the hearing office shall apply the standards indicated in "Determination of Setting".

When a parent requests a hearing to challenge the IAES or the manifestation determination, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period discussed in sections "Authority of School Personnel" and "Authority of a Hearing Officer", whichever occurs first, unless the parent and the district agree otherwise.

If the student is placed in an IAES and school personnel propose to change the student's placement after the expiration of the interim alternative educational placement, during the pendency of any proceeding to challenge the proposed change in placement, the student shall remain in the current placement (the student's placement prior to the interim alternative educational setting), except where the student is again placed in an IAES by an Impartial Hearing Officer in an expedited hearing described below.

Authority of an Impartial Hearing Officer – An impartial officer may order a temporary change in placement of a student with a disability to an IEAS, determined by the CSE, in a dangerous situation, for not more than 45 school days if the impartial hearing officer:

- 1) determines that the district has demonstrated substantial evidence that maintaining the current placement is likely to result in injury to the student or to others.

- 2) considers the appropriateness of the student's current placement.
- 3) considers whether the district has made reasonable efforts to minimize the risk of harm in the student's current placement, including the use of supplementary aids and services; and
- 4) determines that the interim alternative educational setting meets the requirements.

Expedited Hearing – If school personnel maintain that it is dangerous for the student to be in the current placement during the pendency of the due process proceedings, the district may request an expedited hearing. An expedited due process hearing shall be completed within fifteen (15) business days of receipt of the request for a hearing, provided that the impartial hearing officer may grant specific extensions of time at the request of either the school district or the parent. The impartial hearing officer shall mail a copy of the written, or at the option of the parents, electronic findings of fact and the decision to the parents, Board of Education and ACCES-VR within five (5) business days after the last hearing date, but in no event later than 45 calendar days after receipt of the request for a hearing, without exceptions or extension. In determining whether the student may be placed in the alternative educational setting or in another appropriate placement ordered by the hearing officer, the hearing officer shall apply the standards indicated in "Authority of a Hearing Officer".

Notwithstanding anything in this policy, if the Superintendent concludes that the student's presence in school creates a substantial likelihood of danger to himself or others, the school district will seek injunctive relief in a state or federal court with respect to a change of placement pending the outcome of review proceedings.

Protections for Students Not Yet Eligible for Special Education and Related Services

A student who has not yet been determined to be eligible for special education under this part and who has engaged in behavior that violated any rule or code of conduct of the district, including any behavior described above, may assert any of the provisions described herein if the district had knowledge that the student was a student with a disability before the behavior that precipitated the disciplinary action occurred. A district shall be deemed to have knowledge that a child is a student with a disability if:

- the parent of the student has expressed concern in writing to supervisory or administrative personnel of the appropriate educational agency or to a teacher of the student that the student is in need of special education, provided that such expression of concern may be oral if the parent does not know how to write or has a disability that prevents written statements.
- the parent has requested an evaluation of the student; or
- a teacher of the student, or other personnel of the district, has expressed specific concerns about a pattern of behavior demonstrated by the student, directly to the Executive Director for Educational Services or to other supervisory personnel of the school district in accordance with the district's established child find or special education referral system.

A student is not a student presumed to have a disability for discipline purposes if, as a result of receiving the information noted above:

- the parent of the student has not allowed an evaluation.
- the parent has refused special education services; or
- it was determined by the CSE that this student is not a student with a disability.

If the district determines that there is no basis for knowledge that a student is a student with a disability prior to taking disciplinary measures against the student, the student may be subjected to the same disciplinary measures as students without disabilities who engaged in comparable behaviors. If a request is made for an evaluation of a student during the time period in which the student is subjected to disciplinary measures under section “Authority of School Personnel” or “Authority of Hearing Officer” above, the evaluation shall be conducted in an expedited manner. An expedited evaluation shall be completed no later than fifteen (15) school days after receipt of the request for evaluation. The CSE shall make a determination of eligibility of the student in a meeting held no later than five (5) school days after completion of the expedited evaluation. If the student is determined to be a student with a disability, taking into consideration information from the evaluation and information provided by the parents, the district shall provide special education and related services in accordance with the provisions of this part, except that, pending the results of the evaluation, the student shall remain in the educational placement determined by school authorities, which can include suspension.

Referral to Law Enforcement Authorities – Nothing prohibits a district from reporting a crime committed by a student with a disability to appropriate authorities or to prevent State law enforcement and judicial authorities from exercising their responsibilities. A district reporting a crime committed by a student with a disability shall ensure that copies of the special education and disciplinary records of the student are transmitted for consideration by the appropriate authorities to whom it reports a crime [§201].

SECTION 8 - MISCELLANEOUS

SCREENING PROCEDURES

A comprehensive procedure has been developed by the school district to locate, identify, and provide programs for those students who need special services. Diagnostic screenings are conducted for kindergarten students, new entrants into the district, and students scoring below reference points on State examinations.

The diagnostic screening includes a health examination, review of immunization records, and a determination of receptive and expressive language development, motor development, articulation skills and cognitive development. A report is prepared containing the results of the diagnostic screening conducted on each student.

Screenings Are Conducted As Follows:

- Kindergarten Screening – all pre-kindergarten students are screened in the spring prior to their scheduled entrance into kindergarten.
- New Entrant Screening – all new entrants are screened based on parent documentation or upon recommendation of the building Response to Intervention Team (RTI)/ Instructional Support Team (IST).

GUIDELINES FOR PROVIDING PUBLIC SCHOOL SERVICES TO STUDENTS IN NON-PUBLIC SCHOOLS

As of July 18, 2007, Chapter 378 of the Laws of 2007 indicates that the public school district where the nonpublic school is located is to provide students with disabilities enrolled in nonpublic elementary and secondary schools by their parents with special education services. Accordingly, the school district where a nonpublic school is located is responsible for the following:

- child find and individual evaluations,
- Committee on Special Education (CSE) responsibilities,
- provision of special education services,
- consultation with nonpublic schools and parent representatives,
- due process responsibilities,
- data collection and reporting, and
- use of federal funds.

REIMBURSEMENT FOR UNILATERAL PLACEMENT IN A PRIVATE SCHOOL [§200.9]

A school district is not required to pay for the tuition for a student with a disability placed in a private school or facility by a parent if that school district made a free appropriate public education available to the student and the parents, instead, elected to place the student in the private school or facility.

If the parents of a student with a disability, who previously received special education and related services under the authority of the district, enroll the student in a private elementary or secondary school without the consent of or referral by the district, a court or a hearing officer may require the district to

reimburse the parents for the cost of that enrollment if the court of hearing officer finds that the district had not made a free appropriate public education available to the student in a timely manner prior to that enrollment.

The cost of reimbursement may be reduced or denied if, at the most recent IEP meeting that the parents attended prior to the removal of the student from the public school, the parents did not:

- inform the Committee that they were rejecting the placement proposed by the district to provide a free appropriate public education to their child, including stating their concerns and their intent to enroll their child in a private school at public expense; or
- 10 business days (including any holidays that occur on a business day) prior to the removal of the student from the public school the parents did not give written notice to the school district of the information described in the preceding paragraph.
- if, prior to parental removal of the student from the public school, the school district informed the parents, through the notice requirements described in section 615(b)(7), of its intent to evaluate the student (including a statement of the purpose of the evaluation that was appropriate and reasonable), but the parents did not make the student available for the evaluation; or
- Upon a judicial finding of unreasonableness with respect to actions taken by the parent.

The cost of reimbursement may not be reduced or denied for the parents' failure to provide written notice if:

- The parent is illiterate and cannot write in English.
- Compliance would likely result in physical or serious emotional harm to the student.
- The school prevented the parent from providing such notice; or
- The parents did not receive notice, pursuant to section 615, of their obligation to provide the written notice described above.

DATA COLLECTION PROCEDURES [§200.2]

All persons involved in the collection of data shall have received prior training and written information regarding the procedures to be followed in collecting data on students with disabilities, 8 NYCRR 200.2(a)(3).

There are two levels at which data collection takes place; one is the district-level census which serves to identify students who reside within the district boundaries, who may be eligible to attend school. The study does not target students who may have disabilities. Therefore, the district will ensure that students with disabilities are located through the census procedures outlined below. The second phase of data collection is for youngsters already identified as having a disability.

Census Procedures

The registrar, who is a full-time civil service employee, has been trained in the census procedures. Mailing labels for district-wide mailings are generated from the district computer program that is designed to provide labels by district residency. As new families move in, the information on these is updated. Only families who have students in the district receive regular district mailings at this time.

The registrar has been instructed to ask new registrants to the district questions regarding their youngsters' need for special education. There is a part on the registration form that requests such information. Parents of youngsters who are known to have special educational needs are immediately referred to the Special Education Office. Special Education office assistants do an intake at the time of registration.

The district calendar, which is mailed to each home annually, serves as part of "Child Find" by encouraging parents to access the CPSE/CSE if they feel their child may have special needs.

There is an annual report by October 1st of each year to the Committee on Special Education of youngsters identified by the census procedures as having a disability.

REGISTER OF PUPILS WITH DISABILITIES

The office assistants in the office of the Executive for Education Services are trained to record the following data on each pupil:

- a) pupil's name, address, and birth date.
- b) pupil's parents' names, address(es), and the dominant language of the pupil's home.
- c) pupil's suspected disability.
- d) dates of referral, evaluations, recommendations of the Committee on Preschool Special Education and Committee on Special Education, actual placement, and annual program reviews.
- e) site where the pupil is currently receiving an educational program.
- f) other student information as required by the Individuals with Disabilities Education Act and federal regulations, including but not limited to the student's race, ethnicity, limited English proficiency status, gender and disability category; and
- g) if the pupil is not receiving an appropriate education, the reason shall be described.

The above information is gathered from the following respective sites:

- a) registration form
- b) referral form and social history form
- c) CSE recommendation
- d) child's confidential folder
- e) CSE minutes to Board of Education
- f) CPSE minutes to Board of Education

This information is maintained within the computer-based database which is part of an information management system called Frontline (Formerly IEP Direct). This system has the ability to generate all the information in the required registry.

Frontline includes a very comprehensive and ongoing training package. All office assistants in the Special Education Office, and CPSE/CSE Administrators are trained in the specific data collection procedures.

SPACE ALLOCATION FOR SPECIAL EDUCATION PROGRAMS [§200.2(g)]

It is the policy and practice of the Board of Education of the district to ensure, to the fullest extent possible, that students with disabilities residing in the district shall be educated within the school district.

It is the policy and practice of the Board of Education to ensure, to the fullest extent possible, the allocation of appropriate space within the District for special education programs that meet the needs of school-age students with disabilities. Special education services shall not be denied simply because of a lack of appropriate space.

Further, it is the policy and practice of the Board of Education to ensure, to the fullest extent possible, that appropriate space will be available to meet the needs of resident students with disabilities who attend special education programs provided by the Board of Cooperative Educational Services (BOCES). At least once per year, a staff member from the district's Special Education Department will visit the placement of each resident student who attends a BOCES special education program to assure the appropriateness of the space allocated for that placement.

The district will also continue to collaborate with Eastern Suffolk BOCES in working towards N.Y. State Education Department's requirement to develop a regional plan that reduces the number of special education students in center based non-integrated settings.

METHODS FOR EVALUATING PROGRAM OBJECTIVES

Through the use of assessment techniques including staff reports, interviews with faculty, parents and students, departmental meetings and site visits, formative data will be gathered relative to the success of the delineated objectives. The data will be analyzed to provide summary information to assist the district in decision-making regarding revisions and modifications of programs, services, and procedures.

The goal of the special education program in the district is to provide each youngster with individualized instruction designed to help each student compensate for his or her disability in order to more fully reach his or her potential.

The methods used to evaluate the extent to which the objectives of the special education program have been achieved are:

- ongoing evaluation of pupil achievement using various standardized diagnostic tests and other teacher-made assessments.
- annual reviews of students' progress and programs, resulting in revised comprehensive IEP's.
- qualitative techniques such as teacher observations and conferences, classroom observations, anecdotal reports, and end-of-year student summaries.
- triennial reevaluation of each pupil with a disability as outlined in NYCRR 200.4 (f)(4); and
- biennial review of the district plan.

PLAN TO ENSURE AVAILABILITY OF INSTRUCTIONAL MATERIALS IN ALTERNATIVE FORMATS

Effective May 16, 2002, section 200.2 of the Regulations of the Commissioner was amended to implement Chapter 377 of the Laws of 2001. As a result of Chapter 377 and the implementing regulations, the Board of Education must establish a plan to ensure that student with a disability who needs his or her instructional materials in an alternative format will receive those materials at the same time that they are available to non-disabled students. "Alternative format" is defined to mean any medium or format for the presentation of instructional materials, other than traditional print textbooks, that is needed as an accommodation for a disabled student enrolled in the school district. It would include, but not be limited to, Braille, large print, open and closed caption audio, or an electronic file in a format compatible with alternative format conversion software that is appropriate to meet the needs of the individual student.

IDENTIFICATION OF THE NEEDS OF STUDENTS RESIDING IN THE DISTRICT

Advance planning in the selection and ordering of books will help ensure that students with disabilities receive their instructional materials at the same time as the other students in the class.

If the CSE determines that a student needs his or her instructional materials in an alternative format, the IEP will specify the accommodations for the individual student and any related instruction and/or assistive technology devices needed for the student to access the alternative format materials. If the student needs instructional and assessment materials in alternative formats, the CSE should review the following considerations:

- What alternative format is needed?
- What instruction is needed for the student to use the alternative format materials?

- What assessment technology devices or services are needed for the student to access the alternative format materials?
- What supports for school personnel may be needed related to the alternative format(s) recommended?
- What assistance do the parents need to help them acquire skills necessary to support the child's use of the instructional materials and/or related assistive technology devices?
- What test accommodations might a student need related to the alternative formats?

Access to and Conversion of Electronic Files

Instructional materials provided in electronic files can offer many flexible options for a student with a disability to access the curriculum when the files are used with a variety of technology and tools such as computer screens using highlighted and enlarged text, screen readers or Braille printers. Students will have access to appropriate software and hardware in order to provide these materials in an alternative format. This would include, but not be limited to, computers, printers, scanners, alternative keyboards, Braille note takers, screen readers, speaking browsers, screen magnification devices, scan and read, and Braille translation. The district will also access appropriate agencies and resource centers to assist in the conversation of materials into Braille format.

Ordering Timelines

Braille and large-type booklets will be obtained from the State Education Department for the Elementary and Intermediate State assessments and each Regents and Regents Competency Examination. The Braille and large-type test booklets requested will be included in the regular shipment to the school. These tests will be ordered at the same time that tests are ordered for non-disabled students. If reproduction and/or reformatting of test booklets are required, written advance permission of the State Education Department will be obtained in sufficient time as to administer the test at the same time as administered to non-disabled students. If Braille or large-print conversions are requested, the district will request this conversion at least three months in advance of the exam.

The district will inquire of publisher sales representatives about available formats. If the instructional materials are needed by the student cannot be purchased in alternative formats, the district will make reasonable efforts to adapt or convert the materials or provide substantially equivalent materials to the student in a format he or she can access.

Consideration will be given as to sufficient time to convert these materials so that the student will be able to participate and progress in the general education curriculum.

Selection and Procurement of Instructional Materials

The district utilizes a textbook selection committee when considering the purchase of new textbooks or materials. The committee will be informed of the need to give preference to those vendors who agree to provide materials in alternative formats.

When the district selects any new instructional materials for a course, consideration will be given, as one factor, if such materials are available from the vendor in the alternative format(s) needed by the student. Where different textbooks meet the district's criteria for a particular subject matter, the district will give preference to the vendor that agrees to provide materials in alternative formats. If competitive bidding is required for the purchase of instructional material, bid specifications will be drafted to allow the district

to select the bidder who can provide materials in alternative formats in a timely fashion by making alternative format availability a specification of the bid.

SECTION 9 - DISTRICT PROGRAMS

CONTINUUM OF SERVICES COMMITTEE ON SPECIAL EDUCATION (CSE)

The Miller Place Union Free School District operates a variety of programs and services for students with disabilities. These services are provided to district residents at no cost and in the least restrictive environment upon the recommendation of the Miller Place Committee on Special Education and with the approval of the Miller Place Board of Education.

A description of each of the Special Education Program options prioritized from least restrictive to more restrictive follows:

DECLASSIFICATION SUPPORT SERVICES

Upon the recommendation of the Committee on Special Education, this service may be provided to a student with a disability who is making the transition into a general education program. These services are temporary and do not continue beyond one year. These services may be provided by the building psychologist, a special education teacher, a speech/language therapist, occupational therapist, or other appropriate professional who understands the specific needs of the student with a disability.

RELATED SERVICES

Related services means development, corrective, and other supportive services as are required to assist a student with a disability and includes speech-language pathology, audiology services, interpreting services, psychological services, physical therapy, occupational therapy, counseling services, including rehabilitation counseling services, orientation and mobility services, medical services as defined in this section, parent counseling and training, school health services, school social work, assistive technology services, appropriate access to recreation, including therapeutic recreation, other appropriate developmental or corrective support services, and appropriate support services and includes the early identification and assessment of disabling conditions in students. The term does not include a medical device that is surgically implanted, or the replacement of such device.

The district employs Psychologists, Behavior Counselors, and Speech and Language Pathologists. The district contracts with BOCES and/or private agencies when other services are needed including but not limited to OT, PT, etc.

Speech and Language Therapy

The Miller Place speech/language program is designed to service students in need of remediation of articulation deficits, stuttering, and receptive and expressive language disorder, which adversely affect a student's educational performance. Placement in the program will require compliance with the following guidelines:

- 1) The frequency and duration of the service shall be in the IEP and based on the individual student's need for the service.
- 2) Direct services shall be provided a minimum of one period each week. Indirect services shall be provided according to the individual student's IEP.
- 3) Students in a specific group shall not exceed five students per session.
- 4) Therapy sessions are provided in a group setting.

- 5) Only students who exhibit a severe speech or language disorder will receive individual sessions, as deemed necessary by the CSE. These cases must have substantial documentation as to why this service is recommended in a less restrictive environment.
- 6) If speech and language skills are within normal limits and have little impact on academic or social areas, services shall be discontinued.
- 7) Services may be provided either in an integrated or non-integrated setting upon CSE recommendation.

School Psychological Services

The following major areas of responsibility are assigned to school psychologists: assessment; observation; test administration and interpretation; participation in the Committee on Special Education (CSE) & Committee on Preschool Special Education (CPSE), referral, evaluation, and placement; monitoring of student progress; pre-referral intervention; consultation with teachers; student and parent counseling; and liaison activities with community agencies and other professionals. Additional functions relating to special education students include: assisting teachers in the development of interventions to help students in achieving of Individualized Education Programs (IEP) goals; performing functional Behavioral Assessments and developing, monitoring and updating Behavior Intervention Plans; reporting at CSE annual review meetings; conducting re-evaluations, and observing and assessing students placed out-of-district educational settings when necessary.

Behavior Counselors

The district contracts with an outside provider for social work services. Behavior Counselors in all 4 buildings provide mandated group counseling to students, assisting them in the development of self esteem, coping and self-advocacy skills, as well as appropriate social skills. The following services are also provided; monitoring students' progress; attending CSE, MTSS, and parent meetings as needed; providing support services to students moving into programs that are less restrictive; providing parent education; intervening during crisis; and serving as general liaison between school and home.

Counseling

Counseling as a related service is provided to those students whose psychosocial needs interfere with their benefiting from education. The focus of school-based counseling must be on the school-related difficulties of the student with a disability and is designed to assist the student in overcoming social, emotional or learning difficulties that interfere with the educational process. Counseling services are provided district-wide by the school psychologists and social workers. Counseling for students with disabilities is provided based on the recommendation of the CSE.

Occupational Therapy

When it is found that a student's educational achievement is adversely affected by fine motor development, coordination and similar weaknesses, the Committee on Special Education may include occupational therapy in the IEP. It is concerned with the impact a student's disability has on his or her learning performance and ability to execute the functional tasks required in the school environment. Service may be prescribed in a group, individually, or a consult to the classroom teacher, based on the recommendation of the CSE.

Physical Therapy

Physical therapy as a related service is directed towards developing and maintaining the student's physical potential for independence in all education-related activities. A major focus of physical therapy is to develop the student's ability to safely negotiate the school environment. It will be recommended in cases where it is clear that a student's educational performance may be adversely affected by gross motor difficulties. Service may be prescribed in a group, individually, or a consult to the classroom teacher, based on the recommendation of the CSE.

Itinerant Services for Students with Visual Impairments

Vision Itinerant Services are designed to provide direct, specialized instruction to students, ages five (5) to twenty-one (21) years of age, with visual impairments who are enrolled in a general or special education program by a teacher of the visually impaired. The itinerant teacher meets individually with the student and trains him or her in the use of residual vision, and the listening, organizational and tactual skills that are specific to the student's individual situation. This related service includes direct instruction in the use of various optical aids, use of large print books, worksheets, orientation and mobility services, tactile and recorded material, and current technology. Teachers may also assist students in acclimating themselves to new instructional environments and may assist other teachers in meeting the student's educational needs.

The district generally contracts with Eastern Suffolk BOCES to provide this service, when needed. These services may be prescribed as a group, individually or as a consultant to the classroom teacher based on the recommendation of the CSE.

Itinerant Service for Students with Hearing Impairments

Hearing Itinerant Services are designed to provide direct specialized instruction to students, ages five (5) to twenty-one (21) years of age, with hearing impairments who are enrolled in a general or special education program. Specialized instruction in speech, reading and auditory training are provided by a teacher of the deaf and hard of hearing. These services may be necessary in order for students to benefit from their primary educational program.

The district generally contracts with Eastern Suffolk BOCES to provide this service, when needed. These services may be prescribed as a group, individually or as a consultant to the classroom teacher based on the recommendation of the CSE.

The related services discussed above are those that occur most commonly. Other related services may be recommended for an individual student based upon his/her unique needs.

One-to-One Aides

Miller Place School District will refer to the New York State Field memo dated January 2012 when determining if a student with a disability needs the assistance of a one-to-one aide. The CSE shall use forms derived from the January 2012 memo to assist in determining the necessity of a one-to-one aide.

SPECIAL EDUCATION PROGRAMS

Elementary Level Special Education

The two elementary schools in Miller Place are situated on adjacent sites, and are currently organized with grades kindergarten through grade two in one building, and grade three through grade five in the other. To the extent possible, each youngster with a disability is educated within the neighborhood school of attendance, following the concept of LRE.

Consultant Teacher Services

Consultant teacher services shall be for the purpose of providing direct and/or indirect services to students with disabilities enrolled full-time in general education classes. Such services shall be recommended by the CSE to meet specific needs of each student and shall be included in the student's individualized educational program (IEP). Consultant teacher services shall be provided in accordance with the following provisions:

- Each student with a disability requiring consultant teacher services shall receive direct and/or indirect services consistent with the student's IEP for a minimum of two hours each week.
- The total number of students with disabilities assigned to a consultant teacher shall not exceed twenty (20).
- These services shall occur in regular education programs.

Resource Room

The resource room program is supplemental in nature and is designed to assist youngsters in remediation of skill deficits. The program consists of identification and diagnostic assessment, small group and/or individualized instruction in basic academic skills, oral and written language, study, and organizational skills. Ongoing consultation with general education classroom teachers is an integral part of this program in both meeting students' educational needs as well as in helping students develop basic skills.

- Resource room programs are available at the elementary, middle, and high school levels. The instructional group in each resource room period does not exceed five students, who are grouped according to their similarity of need. Each resource room period is instructed by a special education teacher. Students shall spend a minimum of three hours per week receiving resource room service except that the committee on special education may recommend that for a student with a disability who also needs consultant teacher services in addition to resource room services may receive a combination of such services consistent with the student's IEP for not less than three hours per week. Students shall not spend more than 50 percent of their time during the day in the resource room program. The total number of students assigned to a resource room teacher will not exceed 20 at the elementary level and 25 in the middle and high school levels.

Elementary Integrated Co-Teaching (12:1)

These integrated class models, grades kindergarten through five consist of a general education teacher as well as a full-time special education teacher.

An important component of this program is the ongoing collaboration between the general and special education teacher. Methodologies, assessments, assignments, and environment are assessed and individualized for each student, in accordance with the needs specified in each youngster's IEP.

The district provides ongoing support to the professional and paraprofessional staff associated with the co-teaching program through staff development opportunities, common planning time and the services of a consulting firm that specializes in inclusion, co-teaching strategies and curriculum adaptations/modifications. Consultants observe the integrated classes and meet with the general and special education teachers, related service providers and when appropriate, the teacher aides on an as needed basis.

Elementary Special Class (15:1:1/12:1:1)

The elementary special education classes currently serve students who are classified as having a disability by the Committee on Special Education. Students are grouped according to similarity of need and as per the four grouping criteria – levels of academic achievement, social development, physical development, and management needs – defined in 8 NYCRR 200.6(a)(3).

There are no more than 15/12 students per class roster and the age span between the youngest and oldest student is less than or equal to 36 months. Each full-time class is staffed by a certified special education teacher and at least a teacher aide. The special education students attend the mainstream art, music, library, and physical education classes, as well as eat lunch, with their grade when appropriate.

Additionally, many of the elementary special education students are mainstreamed into one or more academic subjects as per the recommendation of the CSE and as contained in their IEPs. The students spend as little as two hours per day up to a maximum of five hours daily in their special education class, according to their individual needs. Therefore, although the class roster may have a maximum of fifteen children listed, there are many opportunities for smaller groups and individualized instruction.

SECONDARY SPECIAL EDUCATION

Secondary Level Special Education

There are two buildings service students grades 6-12 in Miller Place. The 6-8 building is located on the north campus adjacent to the elementary buildings and the 9-12 building is situated on the south campus adjacent to the administration building. To the extent possible, each youngster with a disability is educated within the neighborhood school of attendance, following the concept of LRE.

Consultant Teacher Services

Consultant teacher services shall be for the purpose of providing direct and/or indirect services to students with disabilities enrolled full-time in general education classes including career and technical education. Such services shall be recommended by the CSE to meet specific needs of each student and shall be included in the student's individualized educational program (IEP). Consultant teacher services shall be provided in accordance with the following provisions:

- Each student with a disability requiring consultant teacher services shall receive direct and/or indirect services consistent with the student's IEP for a minimum of two hours each week.

- The total number of students with disabilities assigned to a consultant teacher shall not exceed twenty (20).
- These services shall occur in regular education programs.

Resource Room

The secondary level resource room program consists of identification and diagnostic assessment, and direct individualized, small group instruction in strategic behaviors that students need to master concepts and information. These include organization of time, priority goal setting, appropriate study skills, academic reinforcement, and communication skills. Transfer of the skills or strategies acquired to the academic demands of the general education setting is provided. Students are prepared to become self-advocates in expressing academic needs and are aided in identifying and utilizing services to support academic needs. Ongoing consultation with general education teachers is an integral part of this resource program.

Secondary Integrated Co-Teaching (12:1)

This model pairs a learning skills specialist and a content area specialist to team-teach the Regents curriculum to students with disabilities and students who would have traditionally been enrolled in non-regents courses.

To address the increase in diploma requirements necessary for a student to attain a high school diploma, this collaborative teaching model has been expanded to English, Social Studies, Math, and Science.

Some pupils with disabilities in Miller Place opt for a vocational sequence and avail themselves of the offers through Eastern Suffolk BOCES (ESB) Career Technical Programs. Students can attend these programs when they are juniors or seniors.

Secondary Special Class (15:1:1)

The secondary special education classes currently serve students who are classified as having a disability by the CSE. Students are grouped according to similarity of need and as per the four grouping criteria – levels of academic achievement, social development, physical development, and management needs – defined in 8 NYCRR 200.6(a)(3).

There are no more than 15 students per class roster and the age span between the youngest and oldest student is less than or equal to 36 months. Each full-time class is staffed by a certified special education teacher and at least a teacher aide. The special education students attend mainstream art, music, library, and physical education classes, as well as eat lunch with their peers.

Additionally, all the special class students are expected to take Regent Exams. This class is on track to earn a High School Diploma. Many of the secondary special education students are mainstreamed into one or more academic subjects as per the recommendation of the CSE.

Students who are unable to complete the New York State requirements in order to obtain a High School diploma will have the option of attending a Vocational BOCES site or participating in the Miller Place CDOS program. The Miller Place program offers the students the ability to secure an internship in an

area of employment interest. If the student successfully completes 216 hours of work base learning and are able to demonstrate master in the area of the CDOS curriculum they will be awarded a New York State Credential.

Students who leave High School prior to their 21st birthday with a New York State Credential are entitled to return in order to secure either a Regents Diploma or a Local Diploma.

Out of District Placements

Students with disabilities whose needs are too intensive to be addressed appropriately in an in-district special education program, may be placed in one of the following, listed from least restrictive to more restrictive:

- special class operated by another school district.
- a BOCES program
- a state approved Private Day School
- 4210 or State Operated School
- a state approved Residential Program

Home and Hospital Instruction

Students with disabilities who are recommended for home and/or hospital instruction by the CSE shall receive instruction as follows:

- Elementary school students will be provided with a minimum of ten (10) hours per week.
- Secondary school students will receive a minimum of fifteen (15) hours of instruction per week, preferably three (3) hours daily.